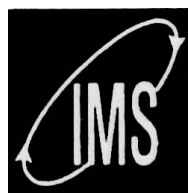# UTKAL UNIVERSITY

COURSES OF STUDIES

FOR

THE MASTER OF ARTS IN

SOCIAL WORK

Academic Year : 2021 - 2023

ESTD. 1994

Institute of Media Studies

Bhubaneswar

UTKAL UNIVERSITY REGULATION
for the

M.A. in SOCIAL WORK
(Semester Scheme)

REGULATIONS

1. Introduction:

The two year post graduate degree course leading to the Master of Arts in Social Work of Utkal University shall be spread over a period of two academic years. Each academic year comprises of two semesters namely the Odd and Even Semester.

A candidate for the Master of Social Work shall be required to pass the following examinations.

- End Semester Examination – I

- End Semester Examination – II

- End Semester Examination – III

- End Semester Examination – IV

- Internal Assessment for Fieldwork in semesters I – IV

- External Examination for Fieldwork in semesters I – IV

- Internal Assessment for Dissertation in semester IV

- External Examination for Dissertation in semester IV

A candidate shall be eligible to appear for the oncoming semester courses subsequent to the first semester University examinations respectively irrespective of declaration of the results in the previous semester but.

Candidate who fails in the odd semester examinations shall be eligible to appear for the examination in which s/he has failed in the next odd semester and vice versa.

Students who have failed in a semester or are desirous to improve their performance will be as per University rules.

A candidate for the Master of Arts in Social Work Examination shall be required to enroll himself / herself under these conditions as a student in one of the colleges affiliated to this University.

2. Admission Criteria:

Any person who has passed the Under Graduate Degree in any subject with a minimum of 50% marks in aggregate or in Honours papers; (General candidates) and 45% marks (SC/ST/OBC candidates) from an examination conducted by a recognized University is eligible to be admitted to the 1st Semester of this course. Students from SC/ST have to apply with valid caste certificate.

3. Duration:

Odd semester shall be from July to December (I and III Semesters).

Even semester shall be from January to June (II and IV).

There shall be not less than 90 working days for each semester. This excludes the days for the conduct of University end semester examinations and other holidays.

A student would be required to complete the course within a maximum of five (Ref. 1.5 above) academic years from the date of admission or as per University rules.

4. Course:

Each course is well designed under lectures / tutorials / workshops/ fieldwork / seminar / assignments / report writing so that it achieves the goals of effective teaching and learning needs of the students.

5. Contents in the Courses of Study:

The MA in Social Work programme of study consists of a number of contents. The term 'course' is applied to indicate a logical part of the subject matter of the programme and is invariably equivalent to the subject matter of a 'Paper' in the conventional sense. The following are the various categories of courses suggested for the Master of Social Work programme.

There are seven Foundation papers.

Core compulsory papers comprise of eighteen courses out of which four are Concurrent field work papers. These are compulsory for all students.

There are eight elective courses spread over two semesters. Out of the given electives student can choose any one of his/her interest for study in the respective semester.

6. Attendance:

Students must have 75% of attendance in each theory paper and 100% attendance in fieldwork, seminars, workshops and in related assignments. This is mandatory for appearing in the examination.

7. Examinations:

There shall be university examinations (70 marks) at the end of each semester and internal mid-term examination (30 marks).

University Examination for odd semesters shall be conducted in the month of November – December. Examination for the even semesters shall be held in the month of May – June.

Mid-term examinations for odd semesters shall be conducted in the month of September/ October and for even semesters in the month of February/March.

As in the general rule a candidate who does not pass the University examination in any of the papers shall be permitted to appear in such failed papers in the subsequent examination to be held either in November – December or May – June as the case may be.

General rule of P.G examination of Utkal University shall be applicable for all other purposes.

8. Pass Marks and Classification of Successful Candidates

a. Aggregate marks for passing the examination of the Degree of Master of Arts in Social Work shall be the sum total of the aggregate of all the four semester Examinations taken together.

Divisions will be awarded on the basis of Utkal University Regulations for the M.A. Examination.

A candidate to be considered as Pass has to secure a minimum of 50% marks in the Field Work. Each of the field-work components namely Observation Visits, Concurrent Field Work in Community and Agency settings, Rural Camp and Block Placement has to be compulsorily completed to be considered as Pass.

If a candidate is marked absent in a sitting(s) of an examination, such a candidate shall have to reappear in that paper (s) of the course in order to be considered as having completed the course.

b. If a candidate does not complete the requisite field-work days in a semester and does not appear for Field Work evaluation, Field Work Seminar and Viva Voce then he/she will be considered as not having completed the course and thereby ineligible to receive the M.A. degree.

A candidate failing to secure a minimum of 30% in any Compulsory and a minimum of 50% in the Practical (Field Work - Ist, IInd, IIIrd & IVth) either in the First, Second, Third or Final examination of this University may be allowed to appear in those papers in not more than one

chance (examination) immediately following that examination for which he/she was registered, in order to clear the back paper(s) on thepayment of prescribed fees.

9. Examination Question Paper Pattern (Mid-Term and End Term):

There shall be two types of questions – Long (1000-1200 words) and Short (300-500 words)

Distribution of Marks for Mid-Term carrying 30 Marks:
Two long questions of 10 marks each. (Out of choice of three) Two short questions carrying 5 marks each (Out of choice of four)
Distribution of Marks for End-Term carrying 70 Marks:
Five long questions carrying 10 Marks each
(Out of a choice of seven) (Answer in 1000-1200 words) 5 x 10 Marks = 50 Marks Four short type questions carrying 5 Marks each
(Out of a choice of seven) (Answer in 300-350 words)   4 x 5 Marks = 20 Marks

10. Regulation for field-workIntroduction:

The student of the M.A in Social Work through field work practice is supposed to be committed to the people and social institutions in which they are placed. They are expected to serve individuals, families and communities through effective practice guided by qualified field-work supervisors (with MA Social Work degrees) and by the social-work faculty in each college affiliated to this university.

Goals of Field Work:
1. To critically assess their own roles in field-work by conducting themselves ethically and professionally and by utilizing supervision & self-reflection.

2. To develop knowledge, skills and values required to engage in quality practice with individuals, families, groups, organizations and communities.

3. To demonstrate their ability to engage practically in problem solving as change agents in a variety of settings.

4. To demonstrate knowledge and ability to apply social theories and theories of human behavior and conceptual frameworks to assess, intervene and evaluate social work practice in the individuals, families and groups.

5. To recognize and understand various forms of discrimination and oppression as they apply to members of diverse groups and communities and advocate for social and economic justice for individuals, families, groups and communities.

Semester – I:

Observation Visits: 5 social work / welfare agencies have to be compulsorily visited. In each observation visit to an agency of community organization the student must be exposed to different field Situations. This observation visit will provide an opportunity to have an exposure and orientation to the services being offered by various Organisations/ Social institutions/ Agencies and open communities such as slums / rural settings as a response to community member's needs.

Understanding the Community: To understand the dynamics of the communities specifically the slum and the rural setting. This would imply comprehending the Socio- Cultural dynamics, economic and health status, being familiar with the problems of the communities, their causes, and observing how the people respond to such situations.

Semester – II:

Work with Individuals: Students shall be placed in slums or villages. They need to identify any issue affecting an individual and apply the principles and process of social case work. Similarly two separate case work should be done. The report should reflect learning derived from these two case work.

Work with Groups: Students shall be placed in slums or villages. They need to identify groups, study them well and carefully identify dysfunction if any in them and apply the principles and process of social group work.

Students may also start new groups such as Self Help Groups, children groups, Youth Clubs, integrated groups for person with disabilities, widows groups, senior citizens, adolescent girls group, study groups and etc. The purpose of this group formation is to learn group interaction, goal setting and group dynamics. The students should demonstrate principles and processes of group work. The reports should reflect on the learning derived out of it.

Community Organisation: Students shall be placed in a slum or village in a team of 4. Students shall be trained to demonstrate the skills and process of community organization. Each team shall identify a community issue along with the participation of the people and organize a programme that aims at resolving the community issue. The purpose of this fieldwork is to ensure students

learning on community organization through demonstration and also for the students to learn to work in a team.

Rural Camp: All students shall compulsorily participate in a rural camp. This camp provides ample opportunity to learn about the community through experiences of living with them. It is to be a continuous 10 days camp and students and teachers are expected to stay in the rural area for all the10 days continuously.

Semester – III:

Understanding Formation and Management of Social Welfare Agencies: Each student shall be linked with an agency promoting social welfare. These agencies may be either Governmental or Non-Governmental or Privately managed Corporate houses. Reports of students should reflect on their learning related to the above mentioned areas. Daily Report, Consolidated fieldwork report should be submitted by every student individually. Students will work under a Faculty Supervisor and Agency Supervisor.

- To provide an opportunity to work with social welfare agencies.

- To understand the agency as an organization, its structure, functions, activities sources of funding and management.

Semester – IV:

Students shall be directed to learn about the formation, legal formalities, taxation related formalities, project formulation, resources mobilization techniques, project management, Documentation, POSDCORB, Evaluation, Need Analysis, Problem Tree Analysis, Logical Frame Analysis and so on.

- To develop an understanding of the problem and opportunities in an organisational setting.

- To develop an understanding of the problems and opportunities of the organisation and the methods they adopt to respond to their environment.

Block Placement (On the Job Training): The students of Social Work will be assigned an agency. This agency setting should be located anywhere within or out of the State. Students will work in the agency and obtain on the job training experience. This training lasts for a continuous 25 days prior to the semester examination. It is compulsory for all.

11. Regulation for Fieldwork Practice

Fieldwork is an integral component of the course of Master of Social Work. A student shall have to undertake his/her fieldwork for 20 hours in every week in the semester. Students shall do the

fieldwork under the guidance of a faculty supervisor. Fieldwork is mandatory for all students of social work.

Field Work Schedule:

Sl. No.	Semester	Field Practicum Component	Duration	Credits
1	SWFC - 06 M.A.(SW)(I)	1. Observation Visit	5 Organizations	2
		2. Concurrent Fieldwork (Community Placement)	20 hrs/week (16 hrs in the field + 4 hrs report writing)	6
2	SWCP- 06 M.A.(SW)(II)	1. Concurrent Fieldwork (Community Placement)	20 hrs/week (16 hrs in the field + 4 hrs report writing).	6
		2. Rural Camp	10 days	2
3	SWCP- 12 M.A.(SW) (III)	1.Concurrent Fieldwork (Agency Placement)	20 hrs/week (16 hrs in the field + 4 hrs report writing).	8
4	SWCP- 18 M.A.(SW) (IV)	1. Concurrent Fieldwork (Agency Placement)	20 hrs/week (16hrs in the field + 4 hrs report writing).	2
		2. Block Placement	One Month before the end of the semester	2

Evaluation of Fieldwork:

At the end of each semester, the Field Work Director shall call for the submission of the Field Work Attendance Record of the students, Field Work Report files of the students, the Fortnightly Reports on the students and the Self Evaluation Report of the students. This is to facilitate the external examiners to mark the performance.

Fieldwork carries 200 marks in all Semesters. It is divided into internal and external.

The internal evaluation carries 50% marks and it shall be evaluated by the Faculty Supervisor on the basis of field-work records, practical fieldwork and reports.

The external carry 50% marks and it shall be evaluated by the external examiners on the basis of consolidated fieldwork report and practical knowledge gained by the student tested in the viva-voce. The external examiner shall be any person authorized by the Chairman of the Board of studies for Social Work of Utkal University.

The minimum pass mark in the fieldwork shall be 50% in both the internal and the external examinations taken together in each semester. Both these marks together will comprise the university mark for field-work.

Field Work Assessment: [SL. No. 1,2 and 3 will be evaluated internally. Sl. No. 4 & 5 will be evaluated by an external examiner appointed by the Utkal University. Internal and external marks shall be submitted in two separate mark foils of 100 marks each to the University]

Sl. No.	Criteria for Assessment	Mark Distribution	Total Marks
1	Field Work Reports (Departmental/ Internal)	50	Internal 100 marks
2	Fortnightly Reports by Faculty (Departmental/ Internal)	25	
3	Self-Evaluation Report by student (Departmental/ Internal)	25	
4	Field Work Consolidated Report (External-University appointed)	60	External 100 marks
5	Viva Voce (External-University appointed)	40	
	Total	**200**	**200**

12. Evaluation of the Dissertation:

Students to practice Social Work Research Methodology shall submit a Dissertation in any area of their interest by working on a research project under the supervision of a faculty supervisor.

Total marks assigned for project work shall be 100. This total mark is distributed equally among internal and external evaluations. The internal marks of 50 and external marks of 50 shall be calculated in the basis of the Objective, Methodology, Analysis, Findings, Presentation and Viva-Voce. It is mandatory that it be the original work of the student.

HARD CASE RULE

The Hard Case Rule mentioned on the item No.5.2.4 (I,II,&III) in the correction ship No- 1222 of Utkal University as amendments to the Regulation governing 2 Years Degree Course (Master of Arts, Science, Commerce Examinations) effective for the students admitted to such courses during the Academic 2002-2003 and 2003-2004, shall be applicable to all the Compulsory and theory papers of Ist, IInd Year Examinations while computing the Final result of Master of Social Work Examinations. In case of any new regulation added to the Hard Case Rule by the University for 2 year Degree Course (Master of Arts, Science, Commerce Examinations) shall be applicable to the 2 years Degree Course of Master of Social Work.

COURSE STRUCTUREMA in SOCIAL WORK
Choice Based Credit System

FIRST YEAR
Semester – I

Paper	Course Code	Course Title	Credit	Total Instruction/ Practice Hours	Marks Dept + Univ.
01	SWFC – 01	Foundations of Social Work: History, Philosophy and Values ofSocial Work	4	60	30+70=100
02	SWFC – 02	Social Science Concepts I: Social Structure, Social Institutions and Social Change	4	60	30+70=100
03	SWFC – 03	Social Science Concepts II: Introduction to Political Economy	4	60	30+70=100
04	SWFC – 04	Social Science Concepts III: Psychology for Social Work	4	60	30+70=100
05	SWFC – 05	Working with Individuals and Groups	2	30	50
06	SWFC – 06	Orientation Programme and Observation Visits -Method Workshops -Seminars -Concurrent Field Work	6 (1+1+4)	10+10+40	100+50=150
TOTAL			24	330	600

Semester – II

Paper	Course Code	Course Title	Credit	Total Instruction/Practice Hours	Marks Dept + Univ.
07	SWCP – 01	Community Work , Social Action and Social Change	4	60	30+70=100
08	SWCP - 02	Social Mobilization, Social Movements and SocialTransformation	4	60	30+70=100
09	SWCP - 03	Social Policy Analysis	4	60	30+70=100
10	SWCP - 04	Development approach in Social Work Practice	4	60	30+70=100
11	SWCP - 05	Gender in Social Work Practice	2	30	50
12	SWCP - 06	Concurrent Field Work + Rural Camp	6 (4+2)	100	100+50=150
TOTAL			24	370	600

1.

SECOND YEAR

Semester – III

Paper	Course Code	Course Title	Credit	Total Instruction /Practice Hours	Marks Dept + Univ.
13	SWCP – 07	Social Work Research MethodsWorkshops: i) Qualitative and Quantitative Methodology ii) Writing Workshop -Creative and Academic [ResearchProposal]	4	60	30+70=100
14	SWCP – 08	Social Work Practice with SC, ST, OBC & Minorities	4	60	30+70=100
15	SWCP – 09	Human Rights Approach to Social Work Practice	4	60	30+70=100
16	SWCP – 10	Climate Change and DRR Approach to Social Work Practice	4		
17	SWCP – 11	Agrarian Social Work	2	30	15+35=50
18	SWEP – 01 SWEP – 02 SWEP – 03 SWEP – 04 (Any One)	Natural Resource Governance and Sustainability Counseling Skills in Social Work Social Work with Children and Families Social Work with the Elderly	2	30	15+35=50
19	SWCP – 12	Concurrent Field Work + Project Work	6 (4+2)	100	100+50=150
		TOTAL	26	400	650

Semester – IV

Paper	Course Code	Course Title	Credit	Total Instruction/ Practice Hours	Marks Dept + Univ.
20	SWCP - 13	Development Communication Workshops: i) Data Visualization ii) Creative Communication [Audio-Video, New Media folk media]	4	60	30+70=100

1.

21	SWCP - 14	i) Social Welfare Management Workshops :Project Planning ii) Proposal Writing	4	60	30+70=100
22	SWCP - 15	Management of Community Based OrganizationsWorkshops : i) Social Innovation and Marketing ii) Finance and Accounting	4	60	30+70=100
23	SWCP - 16	Dissertation: Research Project	4	60	50+50=100
24	SWCP - 17	Preventive and Community Health	2	30	50
25	SWEP – 05 SWEP – 06 SWEP – 07 SWEP – 08 (Any One)	Microfinance and Financial Inclusion New Media Management for Social Workers Social Work Practice in Mental Health Substance Abuse Prevention and Rehabilitation of Persons withAddictions	2	30	50
26	SWCP - 18	Concurrent Field Work+ Block Placement	6 (4+2)	100	100+50=150
TOTAL			26	400	650

1.

SEMESTER - I

Course Title: Foundations of Social Work: History, Philosophy and Values of Social Work

Course Code: SWFC – 01

Credits: 4

Marks: 30+70= 100

Objectives:

- To get acquainted with the history of professional social work in USA, UK and in erstwhile colonial states with focus on India.

- To understand the development of Social Work Methods and Ideologies.

- To understand the historical development of the philosophy, values and ethics of Social Work

UNIT – I: History and Evolution of Social Work Practice & Methods

History of Social Welfare in the West (UK and USA): The Elizabethan Poor Law (1601); The Poor Law Commission of (1905); Charity Organisation Society (1869) and Casework; Settlement House Movement and Group Work and Community Organization.

Beveridge Report (1941) and its impact on Social Welfare Administration. Concepts of Social Welfare, Social Security, Social Services.

Inequalities and development of Radical Social Work and Social Action in USA.

The development of Professional Social Work (From Charity to Welfare to Human Rights and Social Justice); Definition of Social Work.

UNIT – II: History and Evolution of Social Work Practice in India

Socio-religious practices of welfare and charity in Indian society (Dana, Zakat, Langar, etc); Post-independence Welfare State and Social Services. Growth of Social Welfare Institutions (Voluntary and Government) and Community Development Programmes. NGOs and the development sector. Social work and social movements. Social Work and Judicial Activism (Use of PIL and RTI).

History of Social Work Education in India: YMCA School of Social Work Lucknow; TISS Mumbai; Delhi School of Social Work New Delhi; Social Work Professional Associations: ASSWI, NAPSWI

Emergence of post-colonial critique of social work knowledge and practices borrowed from West; Recognition of indigenous practices of social work in different parts of the world. Culturally relevant and culturally specific Social Work practice.

UNIT – III: Philosophy of Social Work

Social Work and its relation to Human Rights and Social Justice; Rawl's Theory of Justice comparison with Nozick's Theory of private property and entitlement; Nancy Fraser's Redistribution or recognition; Theories of Empowerment (Julian Rappaport, 1981; Keiffer,1984).

Briefly introduce Generalist Perspective; Ecological Perspective; Feminist Perspectives of Social Work; Emancipatory Social Work and Anti-oppressive Social Workperspective.

Philosophy of Social Work Practice in India: Gandhian, Nehruvian &Ambedkarite perspective in Social Work Practice in India. Comparison of their views in the context of India's development.

UNIT – IV: Social Work Ethics and Values

Social Work Values: Assumptions and Values of Social Work towards self, client, community and profession (Friedlander, 1977; Morales & Sheafor, 1989; Dubois & Miley, 2005)

Principles of Social Work Principles of social work (Biestick) and their application in diverse socio-cultural settings

Professional Code of Ethics: IFSW Code of Ethics; Ethical Dilemmas in social work practice.

Reading List

1. Banerjee, Gauri Rani. (1971) Papers on Social Work: An Indian Perspective

2. Coates, J., Hetherington, T., Gray, M., Bird, M.Y. (2016) Decolonizing Social Work.London: Routledge

3. Friedlander, Walter A. (1977) Concepts and Methods of Social Work, New Delhi: Prentice Hall of India

4. Jacob, K. K. (Ed.) (1994) Social Work Education in India – Retrospect and Prospect Udaipur, Himansu Publications.

5. Joseph, Sherry (Ed.) (2000) Social Work: In the Third Millennium (Some Concerns andChallenges), Sriniketan, Department of Social Work, Visva-Bharati.

6. Pierson, John (2011). Understanding Social Work: History and Context. Berkshire: Open University Press

7. Skidmore, Rex A.(1982), Introduction to Social Work, New Jersey, Thackeray, Milton

8. G. Prentice-Hall, Englewood Cliffs

9. Woodrofe, K. (1962). From charity to social work. London: Routledge and Kegan Paul. Zastow, C(2009) Introduction to Social Work and Social Welfare: Empowering People.

10. Banks, S. (1995). Ethics and Values in Social Work: Practical Social Work Series, London: Macmillan Press Ltd.

11. Desai, Murli, (2006). Ideologies and social Work: Historical and Contemporary Analyses, Rawat Publication, New Delhi

12. DuBois, B., & Miley, K.K. (2005). Social work: An empowering profession (5th Ed). Boston, MA: Pearson Education, Inc.

13. Fraser, Nancy (2000), "Rethinking Recognition", New Left Review, Vol. 3, pp. 107-120. Friedlander, W. A.(ed) (1977). Concepts and Metho& of Social Work, Prentice Hall of India Pvt, Ltd., New Delhi.

14. Guha, R. (2011). Makers of Modern India. Cambridge: Harvard University Press.

15. Kieffer, C. H. (1984). Citizen empowerment: A developmental perspective. *Preventionin Human Services, 3*(2-3), 9–36.

16. Morales.A., &Sheafor B. W. (1989). Social Work: A Profession with many Faces, Allyn & Bacon, Boston. Misra, P.D. (1994). Social Work: Philosophy and Methods, Inter-IndiaPublications, New Delhi.

17. Payne, Malcolm (1997). Modern Social Work Theory and Social Work Practice.

18. Rappaport, J. (1984). Studies in empowerment: Introduction to the issue. Prevention in Human Services, 3, 1 – 7.

19. Rawls, J. (1971). A theory of justice. Cambridge, MA. Harvard University Press.

20. Reamer, F.G. (1993). The philosophical foundations of social work. New York: Columbia University Press.

21. Timms, N., & Watson, D. (Eds.). (1978). Philosophy in social work. London, UK:Routledge & Kegan Paul, Ltd.

22. Towle, C. (1930). Changes in the philosophy of social work. Mental Hygiene, 14, 341–368. IFSW. Global Social Work Statement of Ethical Principles. Available at: https://www.ifsw.org/global-social-work-statement-of-ethical-principles/

23. UN. Declaration of Human Rights. Available at: https://www.un.org/en/universal-declaration-human-rights/

Course Title: Social Science Concepts I: Social Structure, Social Institutions and Social Change

Course Code: SWFC-02

Credit: 4

Marks= 30+70=100

Objectives:

This introductory course seeks to familiarize the students with sociological imagination as a way of understanding social and cultural processes. It is organized in such a way that even students without previous exposure to social sciences could acquire an interest in the subject and follow it. Understand the role of individual in the society and importance of various social Institutions and their impact. Get a scientific insight about the social structure, stratification and issues related to caste, class and gender. Develop clarity about social issues and challenges in the social work field.

UNIT – I: Basic Concepts

- Thinking Sociologically: Common sense and sociological imagination (Mills, C.W). Social Sciences and Natural Sciences. Social Construction of Reality (Berger). Nature and Culture

- Sociological Concepts: Society, Community, Association and Institution.

- Social Group: Meaning, Types: Primary, Secondary, In-group - Out-group, formal and informal group, pressure group and reference group.

- Functionalism, Structural Functionalism (Parsons, Merton), Conflict Perspectives (Marxism, Feminism and Dahrendorf approach), Symbolic Interactionism Perspectives.

UNIT – II: Social structure and culture

- Concept of Social Structure and function. Social structure and Agency, Structuration

- Social stratification: varna, caste, class, occupation, tribe, race, ethnicity and gender.

- Social Interaction and Social Processes: Associative and Dissociative Social Processes

- Culture: definition and types, norms & values, patterns of culture, culture and personality.

UNIT – III: Social institutions and Socialization

- Marriage and Family: Characteristics, types and functions, Rules of Marriage.

- Kinship: Meaning, Definition, Types, Functions.

- Social Process: Socialization, Acculturation, Enculturation, Assimilation Re- socialization, Anticipatory, Adult socialization and agency of socialization.

- Status and Role: Multiple Roles, Role Set, Status Set, Role Conflict.

UNIT – IV: Social change and Mobility

- Concepts, Meaning and Nature of Social change

- Characteristic and Processes of Social Change

- Theories of social change-The Evolutionary Perspective, Cyclical Theories, Structural Functionalist Perspective, Conflict Perspective

- Factors of social change: Sanskritization, Westernization, Modernization, Orthogenetic and Heterogenetic factors of social change; Social Mobility: Horizontal & Vertical

Reading List:

1. Abrahim Francis, Contemporary Sociology, Oxford University Press, 2006.

2. Antony Giddens, Anthony, Duneier, Mitchel, Appelbaum, Richard**.** Introduction to Sociology (11th edition). New York and London: W.W. Norton and Company, 2014.

3. Ahuja Ram, Indian Social System, Rawat Publication, Jaipur, 1993 Ahuja Ram, Social Problems in India, Rawat Publication, Jaipur, 1997 Ahuja Ram, Society in India, Rawat Publication, New Delhi, 2010 Kuppuswamy, Social Change in India, 1998

4. Beteille, Andre, *Sociology: Essays on Approaches and Method*, New Delhi: OUP, 2002 Bauman, Z, and May, T. 2001. *Thinking Sociologically*. Malden, USA: Wiley-Blackwell. Bose, N.K. 1967, Culture and Society in India, Bombay: Asia Publishing House.
5. Bottomore, T.B.: Sociology: A Guide to Problems and Literature, Blackie and Sons, Bombay, 1986.

6. Desai,A.R.(Ed), *Rural Sociology in India,* Popular Prakashan, 2008 Dube S C, *Indian Society*. New Delhi: NBT 1995
7. Dube, S.C. 1995, Indian Village (London : Routledge)

8. Dumont L, *Homo Hierarchicus: The Caste System and its Implications*, Chicago University Press, 1970
9. Gupta Dipankar (ed). *Social Stratification*, New Delhi: Oxford University Press,. 1991 Jodhka, S.S. (ed), *Village Society,* New Delhu: Orient Black Swan, 2012
10. Karve, Irawati, 1961 : Hindu Society : An Interpretation(Poona : Deccan-College)

11. Kothari, Rajni, *Caste in Indian Politics in Manoranjan Mohanty* (ed.) Class, Caste, Gender: Readings in Indian Government and Politics, New Delhi, Sage. 2004

12. MacIver & Page, Society, Introductory Analysis, MacMillan, Delhi, 2001. Madan & Majumdar, An Introduction to Social anthropology, Mayur, 1999. Madan, Vandana. *Village in India*, India: OUP, 2003.

13. Mandelbaum David,G, *Society in India,* Popular Prakashan, 2008

14. Mills, C.W. 1959. Sociological Imagination. New York: Oxford University Press. Mukherjee Ramakrishna, *Sociology of Indian Sociology,* Allied Publishers, 1979

15. Peter Berger and Thomas Luckmann. *Invitation to Sociology*. Great Britain: Penguin Books.

16. Peter Berger and Thomas Luckmann. 1966. "The Social Construction of Reality." (BB)

17. Satish Deshpande, *"Contemporary India A Sociological View"*, Viking Publishers, New Delhi, 2003.

18. Singer Milton, B, *When a Great Tradition Modernises. An Anthrapological Approach to Indian Civilization,* Praeger Publishers, 1972

19. Srinivas, M.N, *Caste and its New Avatar,* Penguin, 1996

20. Srinivas, M.N. 1963: Social Change in Modern India (California, Berkeley: University of California Press).

21. Srinivas, M.N. *Caste in Modern India and Other Essays,* Bombay Asia Publishing House, 1962

22. Uberoi, Petricia, *Family Kinship and marriage in India*, OUP, 2005

Course Title: Social Science Concepts II: Introduction to Political Economy Course Code: SWFC-03

Credit: 4

Marks= 30+70=100

Objectives:

- To understand how political institutions affect economic growth

- To understand how economic conditions affect political decisions

- Explore current debates in political economy

- Understand the context of democratic and non-democratic politics

UNIT – I: What is Political Economy? Using Economics to understand social and political phenomenon

Basic assumptions of Rational Choice: Decision theory, public choice and Game theory (discuss in the context of voting)

Allocation of resources in society: Compare and contrast decentralized (market) and centralized (heiarchical/government) methods of allocation

UNIT – II: Viewing economic development through a political lens

Marxian development theory: Lenin's *Imperialism*, Walter Rodney's *How Europe underdeveloped Africa.*

Economic development and power relations: Structural explanations. Rudolf and Rudolf *In pursuit of Laxmi*

Wealth and Income inequality: Thomas Piketty's Capital in the 21st Century Income inequality in India: Oxfam India Inequality Report.

UNIT – III: Group choices in Politics

Introduction to Collective Choice: Cooperation, Logic of collective action.

Group choice: Role of caste, religion, regionalism in Indian politics and their consequences for democracy.

UNIT – IV: Political Economy of Development in India

Neo-classical development economics: Role of international agencies (WB, IMF and others) in diagnosing development problems and influencing policy in India

Concerns about governance, regulation, distributional politics and institutional corruption.

Role of political institutions in economic development: Laws supporting rapid economic progress and the social cost. The case of discontentment in the agrarian sector about the Farm Laws 2020 and the response of the government.

Reading List:

1. Shepsle, Kenneth and Mark Bonchek. 1997.Analyzing Politics. New York: W.W. Norton Dixit, Avinash and Barry Nalebuff. 2008.The Art of Strategy. New York: W.W. Norton Lenin V.(1917). Imperialism: The highest stage of capitalism.
2. Rodney.W. (1972), How Europe Underdeveloped Africa.

3. Rudolph.L and Rudolph.S.(1987) In Pursuit of Lakshmi: The political economy of the Indian state, University of Chicago Press

4. Black, Duncan (1948). "On the Rationale of Group Decision-making", *Journal of Political Economy* 56 (1), pp. 23-34.

5. Downs, Anthony (1957). "An Economic Theory of Political Action in a Democracy",

6. *Journal of Political Economy* 65 (2), pp. 135-150.

7. Austen-Smith, David and Jeffrey S. Banks (2000). *Positive Political Theory I: Collective Preference*, University of Michigan Press.

8. Corbridge Stuart (2009) The Political Economy of Development in India Since Independence in Paul Brass (ed). Handbook of South Asian Politics London: Routledge https://eprints.lse.ac.uk/20381/1/The_political_economy_of_development_in_India_since
9. _independence_(author_final).pdf

10. Lucas Chancel and Thomas Piketty (2017), Indian income inequality, 1922-2015: From British Raj to Billionaire Raj?,https://wid.world/document/chancelpiketty2017widworld/

11. Francine R Frankel (2005) India's Political Economy 1947-2004, New Delhi: OUP

Course Title: Social Science Concepts III: Psychology for Social Work

Course Code: SWFC-04

Credit: 4

Marks= 30+70=100

Objectives:

- To understand the concept of human behavior

- To understand the basic concepts and factors of human behavior

- To understand the relevance of psychology in social work

- To understand the concept of personality and its application in social work education

UNIT – I: Nature and Scope of Psychology

Perspectives in psychology: Psychodynamic and Gestalt, Behavioural, Cognitive and Humanistic; Factors influencing Human Behaviour- Heredity, Environment and Self. Role of peer group, family, community in shaping personality. Importance of psychology in social work practice.

UNIT – III: Personality Development

Meaning of personality. Theories of personality: Psychoanalytic (Freud, Jung), Humanistic(Carl Rogers) and Behavioural (Pavlor, Skinner)

Processes of Adjustment: Concept and Factors; Coping Mechanism, Defence Mechanismand Resilience

Processes of Perception, Cognition; Distortions. Psycho-social theory by Erickson; Cognitivetheory: Jean Piaget.

UNIT – IV: Social Psychology

Relevance of Social Psychology to Social Work. Prejudice, stereotypes and discrimination.

Attitude formation; changing attitudes and behavior through propaganda. Collective Behaviour: Groups, Crowds, Scapegoating

Motivation (Maslow and Victor Frankl) and Leadership

UNIT – IV: Applied Psychology

Human growth and development: Social, Emotional, Cognitive and Physical Stages in Life Span approach from Conception to Old Age: characteristics, needs, tasks and problems at each stage.

Knowledge of Self, Child and Family, Transition: understanding and managing personal change, Aging and social problems, Dying and bereavement.

Reading List:

1. Baron, R.A. and Byron, D. (1998). *Social Psychology*. New Delhi: Prentice Hal. Hurlock E. B (1971) *Developmental psychology*. New Delhi: Tata Mcgraw Hill

2. Kuppuswamy. (1980). *An introduction to social psychology.* Bombay: Media Promoters andPublishers Pvt Ltd

3. Myers, D.G. (2005). *Social Psychology* (8th ed.). New Delhi: Tata McGraw Hill Pub. Co. Morgan, C.T., King, R.A. Weisz, J.R., Schopler, J. (2001). *Introduction to Psychology*. NewDelhi: Tata McGraw and Hill.

4. Nicolson, P., & Bayne, R. (2014). *Psychology for social work. theory and practice.*

5. London: Palgrave

6. Rao, K. R., & Paranjpe, A. C. (2017). *Psychology in the Indian Tradition*. New York: Springer

7. Ryan, R. M. (2012). *Oxford handbook of human motivation*. New York : Oxford

8. Saraswathi, T. S. (2003). *Culture, socialization and human development: Theory, researchand applications in India*. New Delhi: Sage Publications

9. Specht, J. (2017). *Personality development across the lifespan.* 1st Edition. London: Academic Press

10. Herbert Martin. (1986) Psychology for Social Workers, Palgrave Macmillan, London

Course Title: Working with Individuals and Groups

Course Code: SWFC-05

Credit: 2

Marks= 50

Objectives:

- To develop theoretical knowledge and understanding about working with individuals and groups

- To be able to apply the methods of social case and group work in various settings

UNIT – I: Working with Individuals

Definition and Components of social case work: person, place, problem & process.

Individual and their problems in their social context: Concept of Social Role, Functioning and Coping

Skills of Observation, Listening, Interviewing and Home Visits, Rapport Building, Resource Mobilization and Recording.

Phases of Casework Process: Study, Assessment, Intervention, Termination, Evaluation and Follow-up. Client-Worker Relationship.

Models of Social Case Work practice: Problem solving, Psycho- social, Task oriented

Social Casework in different social settings.

UNIT – II: WORKING WITH GROUPS

Group work: definition, goals, principles and scope.

Types of Groups: Primary and Secondary, Open and Closed, Formal and Informal. Types of Group Work- Therapy Group; Support Group; Task-centre Group.

Stages of group development and group processes (group dynamics; decision making; scapegoating; consensus and conflict)

Social Group Work Skills: Facilitation, Analytical Thinking and Leadership Building, Programme Planning, Recording

Application of Group Work Methods in Different Settings

Readings:
Case Work

1. Mathew, G. (1992): An Introduction to Social Casework. Bombay: Tata Institute of Social Sciences.

2. Rameshwari Devi, Ravi Prakash (2004) Social Work Methods, Practics andPerspectives

3. (Models of Casework Practice), Vol. II, Ch.3, Jaipur : Mangal Deep Publication

4. Timms, N. (1964): Social Casework: Principles and Practice. London: Routledge and Kegan Paul.

5. Upadhayay, R K. (2003). Social Case Work: A therapeutic approach. Jaipur: Rawat Publications

Group Work

1. Douglas, T. (1978). *Basic group work*. London: Tavistock.

2. Lindsay, T., & Orton, S. (2014). *Group work practice in social work*. Exetor: Sage Trecker, H. B. (1972). *Social group work: Principles and practices.* New York: Association Press.

3. Trevithick, P. (2016). *Group work: a handbook of effective skills and interventions.*

4. McGraw-Hill Education

5. Siddiqui, H.Y. (2008) Group Work: Theories and Practices: Rawat, Publications

Additional Readings:Case Work

1. Hamilton, Gordon (2013) The Theory and Practice of Social Case Work, Rawat Publication, New Delhi

2. Pearlman, H H. (1957). Social Case Work: a Problem Solving Process. Chicago: University of Chicago.

3. Richmond, Mary (1970) Social Diagnosis, New York : Free Press

4. Group Work

5. Kanopka, G.(1963):*Social Group Work: A Helping Process*. Eaglewood Cliffs:Prentice

6. Sondra, B., & Camille, P. Roman. (2016). *Group work: skills and strategies for effective interventions.* Binghamton, NewYork: Haworth Press

7. Glassman, U. (2009). *Group work: A humanistic and skills building approach*. USA:Sage

8. Toseland, R. W., & Rivas, R. (2008). *An introduction to group work practice*. New York: McMillian.

SEMESTER - II

Course Title: Community Organisation, Social Action and Community Mobilisation

Course Code: SWCP – 01

Credit: 4

Marks: 30+70= 100

Objectives:
- To provide theoretical and conceptual understanding of Community
- To learn about Community work and Social Action as methods in social work.
- To practice and critically examine the steps and process of Community Organization andSocial Action in various community setting.

UNIT – I: Understandings of Community

Sociological understanding of Community: Conflict Theory and Consensus (Systems) Theory Gemeinschaft (communal society) and Gesellschaft (associational society)

Psychology of Community: Psychological sense of community McMillan and Chavis (1986)

Types of communities: Geographical (Rural, Urban, Tribal); Identity or interest-based communities (Caste, Religious and Virtual Communities); Local and Global communities.

UNIT – II: Community Organization

Community Organization: Definition, values, ethics and principles;

Rothman's Three Models of Community Organizing: Locality Development Model; Social Planning Model; Social Action Model.

Stockdale's Two Models of Planning: Traditional Planning and Advocacy Planning

Skills of Community Organizer: Building Rapport; Community Profile through transect walk, Types of Needs and Need assessment through PRA and PLA techniques; Problem analysis through focused group discussion.

UNIT – III: Social Action

Social Action: Concept, Meaning, Definition and Scope Theories of Social Action: Saul Alinsky, Paulo Friere,
Hanna &Robinson (1994) Three models of Community Empowerment: Traditional Social Change; Direct Action Social Change; Transformative Social Change

History of social action in India: Mahatma Gandhi, B. R. Ambedkar

UNIT – IV: Social Change through Community Mobilisation

Social Change: Definition, Concept, and Scope

Checkoway's (1995) six distinct strategies of community change:Mass Mobilization; Social Action; Citizen Participation; Public Advocacy; Popular Education; Local Service Development

Indian examples of community organization for social change: The case of MYRADA.

Reading List:

1. Checkoway, B. (1995). Six strategies of community change. Community development journal, 30 (1), 2-20.

2. Freire, P. (1970).Pedagogy of the Oppressed. New York: Seabury Press.

3. Hanna, M. & Robinson, B. (1994).Strategies for community empowerment. Lewiston, NY: Edwin Mellen Press.

4. Rothman, J. (1995). Approaches to Community Intervention. In Rothman, J., Erlich, J. L. & Tropman, J. E. (Eds.).Strategies of Community Intervention, Fifth Edition. Itasca, IL:

5. F. E. Peacock Publishers, Inc., p. 26-63.

6. Fernanadez, A.P.(2018), The Myrada Experience, www.myrada.org

7. Etzioni, A. (1995). *The spirit of community: rights, responsibility and the communitarian agenda.* Fontana Press.

8. Gangrade K. D. (2001). *Working with community at the grassroots level: Strategies and programmes.* Radha Publications.

9. Kothari M (2006). *Development and Social Action.* New Delhi : Rawat Publication

10. Kumar, Somesh (2002) *Methods for Community Participation: A complete guide for Practitioners*. New Delhi: Sage Publication

11. Pawar M. (2010). *Community development in Asia and the Pacific*. Routledge.

12. Ross, M. G. (1967). *Community organisation. Theory principles and practice.* Harpervand Row.

13. Weil, M. (ed.) (2005), The Hand Book of Community Practice, New Delhi, Sage Publication

14. Siddique, H. Y. (1997). Working with Communities – Introduction to Community Work. New Delhi: Hira Publications

15. Siddiqui, H.Y. (1985), Social Wok and Social Action, New Delhi, Harnam

16. Gangrade, K. D. (1971). Community Organization in India, Mumbai; Parkashan, 1971.

Additional Readings:

1. Karmer, R.M. & Specht, H. (1983). *Reading in Community Organization*. Englewood Cliffs: Practice-Hall Inc.

2. Murphy C. G.: Community Organization Practice, Boston; Houghton Miffin Co. Ross, 1954

3. Patil, S.H. (2002). *Community Dominance & Political Modernization*. N.Delhi: Mittal Publication.

4. Sengupta, P.K.(1976). *Community Organization Process in India*. Kiran Publishers. Yadav C.P. (2007). Encyclopedia of social work and community organization. New Delhi: Anmol Publications.

Course Title: Social Mobilization, Social Movements and Social Transformation

Course Code: SWCP – 02

Credit: 4

Marks: 30+70= 100

Objectives:

- Learn to conceptualize and analyze social movements and understand theirtransformational potential
- Learn about the motivations, approaches to organizing, protests and other activities

UNIT – I: Understanding the nature and dynamics of movements

Relative Deprivation Approach (RK Merton), Resource Mobilization Approach (McCarthy and Zald, 1977), Identity-oriented Theory (Alain Touraine, 1981), Life Cycle of Social Movements (Blumer 1969).

UNIT – II. Conceptualizing and Defining Movements in India:

Functionalist Framework (M.S. Gore), Dialectical-Marxist Framework (A.R. Desai)

Social movements as evolution of society. (Yogendra Singh); Social movement as a quest for freedom, equality and social justice. (M.S. Gore); Structural connotation in the conceptualization of movements (T.K. Oomen)

UNIT – III: Old Social Movements:

Classical and neo-classical movements. Class based, anti-capitalist movements. Issues of economic injustice and class exploitation. Peasant and agrarian movements.

UNIT – IV: New Social Movements:

Plural and transnational based. Issues of civil rights, anti-racism, disarmament, environmentalism, ethnicity, displacement, etc. Swadeshi movement, Bhoodan-Gramdan movement, Dalit Movement, Narmada Bachao Andolan.

Analysis of methods used in the Black Lives Matter Movement in the USA (2020) and Farmer Protest Movements in India (2020-21).

Reading List:

1. Blumer, H. (1969). Collective behavior. In A. M. Lee (Ed.), *Principles of sociology* (pp. 165–221). New York, NY: Barnes and Noble.

2. Buechler Steven M. (1995) New Social Movement Theories, *The Sociological Quarterly,* Vol. 36, No. 3 (Summer, 1995), pp. 441-464 (24 pages), Published by: Taylor & Francis, Ltd.https://www.jstor.org/stable/4120774?seq=1#metadata_info_tab_contents

3. Jeff Goodwin, James M. Jasper, *The Social Movements Reader: Cases and Concepts*, Blackwell Publishing, 2003, ISBN 0-631-22196-4

4. Jo Freeman, *A Model for Analyzing the Strategic Options of Social Movement Organizations*, n The Dynamics of Social Movements ed. by Mayer N. Zald and John D. McCarthy, Cambridge, Mass.: Winthrop Publishers, 1979, pp. 167–189. Revised edition online

5. Mayer N. Zald and Roberta Ash, *Social Movement Organizations: Growth, Decay and Change*, Social Forces, Vol. 44, No. 3 (Mar., 1996), pp. 327–341, JSTOR

6. McCarthy, J. D., & Zald, M. N. (1977). Resource mobilization and social movements: A partial theory. *American Journal of Sociology, 82*, 1212–1241.

7. Murch, Donna. "Ferguson's Inheritance." Jacobin, August 2015. (https://www.jacobinmag.com/2015/08/ferguson-police-black-lives-matter/)

8. Piven, Frances Fox and Richard A. Cloward. Poor People's Movements: Why They Succeed, How They Fail. New York: Vintage Books, 1978.

9. Singh, Rajendra (2001) Social Movements, Old and New: A post-modernist Critique, Sage New Delhi.

10. Taylor, Keeanga-Yamahtta. From #BlackLivesMatter to Black Liberation. Chicago: Haymarket Books, 2016. Ch.6 (Pp.153-190)

11. Raka Ray, Mary Fainsod Katzenstein (ed) 2005. Social Movements in India: Poverty, Power, and Politics, Rowman and Littlefield Publishers Inc.

12. Shah, Ghanshyam (2004) Social Movements in India; A review of literature, Sage, India.

Srivastava, S.K. (1988) Social Movements for Development, South Asia Books

Course Title: Social Policy Analysis

Course Code: SWCP – 03

Credit: 4

Marks: 30+70= 100

Objectives:

- To understand of the concept of social policy and acquire skills in critically analyzing social policies.

- Develop an understanding of social policy in the perspective of national goals as stated in the Constitution, particularly with reference to fundamental right; and the directive principles of state policy.

UNIT – I: Social Problems, Social Policy and Constitution:

Concept of social problems, welfare state and social policy. Social Policy for Social Justice.

Values underlying social policy and planning based on the Constitutional provisions (i.e., the Directive Principles of State Policy and Fundamental Rights) and the Human Rights.

Approaches to social policy: Social Policy in pre-capitalist and socialist State. Liberal, Marxist, Neo-liberal and Gandhian perspectives on Social Policy. Market-led reforms and Social Policy.

UNIT – II: Evolution of Social Policy in India:

Evolution of social policy in a historical perspective. Nature of state and changing role of state - issues and challenges; prescriptions of reaction to scholars - Rawls, Sen, Walzer, and Taylor.

Role of social policy in the Indian Development process. Relationship between social policy and social development.

The social policy implementing structure in India; the lack of an integrated approach or convergence of development schemes and programmes.

UNIT – IV: Social Policy Formulation:

Social Policy Formulation for Land reforms, food security (PDS and Targeted PDS), employment (MNREGA), National Education Policies: Description of the Policies and Identification of the Social Problem it intends to address;

Demands for the policy; legislative history of the policy; Origin of the policy (when and how);

Changes in the policy over time (if any); Support and opposition to the passage of the policy.

Social Policy Analysis:

Social Policy Analysis for policies and programmes for Land reforms, food security (PDS and Targeted PDS), employment (MNREGA), National Education Policies: Resources for the policy implementation and Intended Beneficiary; Intended short and long-term goals and outcomes of the policy; Implementors of the policy or programme; Responsibility and roles for administration, co-ordination, monitoring and evaluation of the policy. Side effects of the policy for target group and at-risk group.

Readings

1. Adams, Robert (2002). Social Policy for Social Work, Basingstock: Palgraved Mac-Millan.

2. Alcock, P., Haux, T., May, M., & Wright, S. (eds.) (2016). *The student's companion to social policy* 5th Edn. Oxford: Blackwell /Social Policy Association

3. Barusch, A. (2005). Foundations of social policy: Social justice in human perspective (2nd ed.). Belmont, CA: Wadsworth Press.

4. Blau, J. (with Abramovitz, M). (2007). The dynamics of social welfare (2nd ed.). Oxford: Oxford University Press.

5. Bhartiya, A. K. (2010). Introduction to Social Policy. Lucknow: NRBC Dean, H. (2006). *Social policy*. UK: Polity.

6. Denny, D. (1998). *Social policy and social work*. Oxford: Clarendon Press. Drake, R. F. (2001). *The principles of social policy*. New York: Palgrave

7. Hudson, J., & Lowe, S. (2007). *Understand the policy process*. New Delhi: Rawat Livingstone, A. (2011). Social policy in developing countries. UK: Routledge Mathur, R. B. (2008).Social Policy and Human Rights, Jaipur: Book Enclave

8. Pathak, S. H. (2013). Social policy, social welfare and social development. Bangalore: Niruta

9. Segal, E.A. (2013). Social welfare policy and social programs: A values perspective, (3rd ed.). Belmont, CA: Thompson/Brooks Cole

10. Spicker, P. (2008). *Social policy: Themes and approaches* 2nd Edition. UK: The Policy Press Trattner, Walter. (1999). From poor law to welfare state, sixth edition. New York: Free Press

11. Weimer. D. L., & Vining, A. R. (1994). *Policy analysis: Concepts and practice*. New Jersey: Prentice Hall

Course Title: Developmental Approach in Social Work Practice

Course Code: SWCP – 04

Credit: 4

Marks: 30+70= 100

Objectives:

- To disseminate on development ideas and engage in a discourse on the contemporary development.

- To develop capabilities on the critical understanding on the development theories, models and approaches to development.

- To develop a comprehensive knowledge and understanding on India's Development Experience.

UNIT – I: Understanding Social Development

Definition, goals and difference between Growth and Development.

Historical evolution, theoretical ideas and principles that have shaped the development process: Capitalist Model-Trickle Down Theory; Social Development and Human Development. Development as Freedom, Entitlement & Capability Approach; Sustainable Development

Role of international agencies (UNDP, UNICEF, ILO, World Bank) in promoting state-directed, planned social development

UNIT – II: Critiques of Development

Dependency Theory (1960): an explanation of economic underdevelopment of countries

World System Theory (Immanuel Wallerstein, 1979)

Post Development Theory (Arturo Escobar)

Happiness Index: Correlation between Subjective Well Being (SWB) and SDG

UNIT – III: India's Planned Development Experience

Five Year Plans: achievements and failures-contradictions; critiques and major debates on Indian planning and India's development. Definition and role of Niti Ayog.

Area Development Approach; Target group approach: Basic Needs Approach: Integrated Development Approach: Community-driven development (CDD)

Case studies- Nationalization of banks; Green Revolution; White Revolution; Make in India

UNIT – IV: Neo-Liberal Policies and SDGs

Replacement of the welfare state with neo-liberal state- Introduction of Liberalization, Privatization and Globalization (LPG) and its consequences.

Increasing Inequality and the introduction of Rights based welfare economics: NREGS, RTE, RTF, Subsidized food grains distribution, Direct and Indirect Benefits Transfers/Cash Transfers.

India's dichotomy of development beneficiaries and losers: An Analysis of BPL criteria and exclusion.

India's development experience on conflicting federalism: inter-state and intra-state perspective.

Reading List:

1. Midgley, James. (2014), Social Development: Theory and Practice, Sage: London

2. Midgley, James and Michelle Livermore (1997) The Developmental Perspective in Social Work: educational implications for a new century, J*ournal of Social Work Education,* Vol. 33, No. 3 (Fall 1997), pp. 573-585 (13 pages), Published by: Taylor & Francis, Ltd.

3. Billups, J. O. (1990). Toward social development as an organizing concept for social work and related social professions and movements. Social Development Issues, 12(3), 14-26.

4. Richard J. Estes (1998), Developmental social work: A New Paradigm For A New Century
https://www.researchgate.net/publication/229002360_Developmental_Social_Work_A_New_Paradigm_for_a_New_Century

5. Cohen, Michael and Robert Shenton. 1995. "The Invention of Development." Pp. 27-43 in Jonathan Crush(ed),Power of Development. London and New York:

6. RoDe Soto, Hernando, 2001, "The Mystery of Capital", Finance and Development, March 2001, Volume 38(1): http://www.imf.org/external/pubs/ft/fandd/2001/03/desoto.htm

7. Fernandes, Edesio, 2002, "The Influence of de Soto's The Mystery of Capital",Land Lines, 14(1). http://www.lincolninst.edu/pubs/PubDetail.aspx?pubid=202

8. Byres, T.J (1998): The Indian Economy: Major Debates since Independence,   Delhi: Oxford University Press.

9. Byres, T.J.:State (1999), Development Planning and Liberalisation in India, New Delhi: Oxford University Press.

10. Dreze, J. and Sen (2002), A.:India: Development and Participation, New Delhi: Oxford University Press.

11. Esteva, Gustavo. 1991. "Development." Pp. 1-23 in Wolfgang Sachs (ed),The Development Dictionary. London: Zed Books

12. Escobar, Arturo, 1995. "Imagining a Post-Development Era," in J. Crush (ed.), *Power of Development*. London: Routledge. p. 211-227.

13. Rist, Gilbert. 2002. "Definitions of Development." Pp. 8-24 in The History of Development: From Western Origins to Global Faith. London and New York: Zed Books.

14. Seers, Dudley. 1972. "What are we trying to Measure?"Journal of Development Studies8(3):21-36

15. Myrdal, Gunnar. 1974. "What is Development?"Journal of Economic Issues8(4):729-736.

16. Wallerstein, I. 1984. "The Development of the Concept of Development."Sociological Theory2:102-116

17. Kothari, Uma. 2005. "From colonial administration to development studies: a post-colonial critique of the history of development studies,"Pp. 47-66 in Uma Kothari (ed),A Radical History of Development Studies: Individuals, Institutions and Ideologies. London: Zed Books

18. Cooke, Bill. 2003. "A new continuity with colonial administration: participation in development management."Third World Quarterly24(1):47-61

19. Deutsch, Karl. 1961. "Social Mobilization and Political Development."The American Political Science Review55(3):493-514.

20. Lerner, Daniel. 1958. The Passing of Traditional Society: Modernizing the Middle East. New York: The FreePress.

21. Levy, Marion. 1965. "Patterns (Structures) of Modernization and Political Development."Annals of the American Academy of Political and Social Science 358:29-40.

22. Bernstein, Henry. 1971. "Modernization Theory and the Sociological Study of Development," Journal of Development Studies7(2):141-60.

23. Eisenstadt, S. N. 1974. "Studies of Modernization and Sociological Theory."History and Theory13(3):225-252.

24. Huntington, Samuel. 1971. "The Change to Change: Modernization, Development and Politics."Comparative Politics3(3):283-322.

25. Tipps, D. C. 1973. "Modernization Theory and the Comparative Study of Societies: A Critical Perspective." Comparative Studies in Society and History15(2):199-226

26. Amin, Samir. 1972. "Underdevelopment and dependence in Black Africa: Origins and Contemporary Forms," Journal of Modern African Studies. 10(4): 503-524.

27. Cardoso, Fernando Enrique. 1972. "Dependency and development in Latin America."New Left Review 74(July/August):83-95.

28. Frank, Andre Gunder. 1969. "The development of underdevelopment" Monthly Review18(4):17-31.

29. Chilcote, Ronald H. 1974. "Dependency: A Critical Synthesis of the Literature."Latin American Perspectives 1(1):4-29.

30. Friedmann, H. and JWayne. 1977. "Dependency Theory: A Critique." Canadian Journal of Sociology. Vol. 2,No. 4.

31. Frank, Andre Gunder. 1974. "Dependence is Dead, Long Live Dependence and the Class Struggle: An Answer To Critics."Latin American Perspectives. 1(1):87-106.

32. Smith, Tony. 1979."The Underdevelopment of Development Literature: The Case of Dependency Theory."World Politics. 31(2):247-288.

33. Harvey, David. 2005. ABrief History of Neo liberalism. Oxford: Oxford University Press. (Read pages 1-6.)

34. Lal, Deepak. 1985. "The misconceptions of 'development economics'."Finance and Development 22(2):10-13.

35. Peet, Richard. 2003. "Globalism and Neoliberalism." Pp. 1-23 in Unholy Trinity: The IMF, World Bank and WTO. London and New York: Zed Book

36. Haq, Mahbubul. 1998. "The Human Development Paradigm" and "The Advent of the Human Development Report." Pp. 13-45 in Reflections on Human Development. Dehli: Oxford University Press.

37. Sen, Amartya. 1999. Development as Freedom. New York: Anchor Books

38. Abrahamsen, Rita. 2000. Disciplining Democracy: Development Discourse and Good Governance in Africa. London: Zed Books.

39. Andrews, Matt. 2008. "The Good Governance Agenda: Beyond Indicators Without Theory."Oxford Development Studies. 36(4):379-407.

40. Evans, Peter. 2004. "Development as Institutional Change: The Pitfalls of Monocropping and the Potentials of Deliberation."Studies in Comparative International Development 38(4): 30-52.

Course Title: Gender in Social Work Practice

Course Code: SWCP – 05

Credit: 4

Marks: 30+70= 100

Objectives:

- To explore theories and frameworks for understanding gender and Social Workpractice

- To conceptualize and use "gender" within social work theory, research, and practice.

UNIT – I: Feminist Social Work Theory

Understanding Sex and Gender; Patriarchy in family, society and state; Femininity, Masculinity and the Gender Spectrum; Gender roles: Definition, Characteristics, Role of Family, Religion and State in maintaining Gender Roles. Gendered division of labour, education and work opportunities. Concept of Glass-ceiling.

Definitions and the workings of Violence, Power, Control, Privilege and Oppression in the context of Gender. Intersectionality to understand issues of women and persons of LGBTQ community from SC,ST and Muslim communities.

UNIT – II: Gender Sensitive Social Work Practice

Working with Girls, Women, Transgenders, LGBTQ communities: Issue of Discrimination, Consciousness raising, Sensitization, Empowerment and Praxis

Gender specific Therapeutic interventions: Physical and Mental Health, Educational interventions, Employment Opportunities.

Changing gender relationships and its impact on social, economic and political rights.

UNIT – III: Gender sensitive Community Organizing

Understanding Forms of violence and sexual politics- Intimate Partner Violence; Witch-hunting; discrimination and violence towards members of LGBTQ community.

Ways to working with families and communities: Advocacy against discrimination participation in decision making; gender-sensitization;

Mahila Mandals, Women's Self-Help Groups, Micro-credit institutions, Local-self-government institutions.

UNIT – IV: Gender and Macro-Practice in Social Work

Gender and Poverty; GINI co-efficient. Feminization of Poverty;

Gender specific policy and laws- Beti Bachao, Beti Padhao, Maternal and child health policies; Article 377; Rights and social security services for women, widows and LGBTQ persons.

Planning and budgeting in: Government, UN bodies, NGOs. Role of Social Worker in the process.

Reading List:

1. Dominelli, L. (2002) Feminist Social Work Theory and Practice, Palgrave

2. Moser, Caroline O. N., (1993), Gender Planning and Development: Theory , Practice and Training, Routledge

3. Paul Chowdhry, D., (1991) Women Welfare and Development: A source book, Inter- India Publication, New Delhi Sushila Agarwal, Status Of Women Printwellpublishers,Jaipur,1988

4. Pandit, S.K. Women in Society, Rawat Publications, New Delhi 1998

5. Brook E and Davis, Ann (1985) Women, The Family and Social Work, London.

6. Samanta, R.K., (2005) Empowering Rural Women and Issues, Opportunities and Approaches, B.R world of books

7. Saxena,S., (2005) Crimes against Women and Protective laws, Deep and Deep Publications, Pvt.Ltd. New-Delhi

8. Agarwal Sushila, Status of Women, Print well Publisher, New Delhi. Bodra Gomati, Empowerment of Tribal Women

9. Baig, Tara Ali., Women in India, Ministry of information and Broadcasting, Govt. of India Publication Division, New Delhi

10. Agrawal Bina, Gender and Legal Rights in Landed Property in India, Kali for Women. Bhargars V. Durvar, Mental Health from a Gender Perspective, Sage Publication.

11. Gore,M.S., (1986), Urbanization & Family Change, Popular Prakashan, Bombay,

12. Adhikari, A.K and Pramanik., (2006), Gender Inequality and Women's empowerment, Abhijeet Publications

13. Sikligar, P.C., (2006) Empowerment of Tribal Women, Mangal Deep Publications, Jaipur Human Rights Watch. Attacks On Dalit Women: A Pattern of Impunity. https://www.hrw.org/reports/1999/india/India994-11.htm

14. Kabeer, N. (1996). Agency, well-being & inequality: Reflections on the gender dimensions of poverty. *IDS Bulletin*, *27*(1), 11–21.

15. Lopez-Claros, A., & Zahidi, S. (2005). Women's empowerment: Measuring the global gender gap. Retrieved from http://www.weforum.org/pdf/Global_Competitiveness_ Reports/Reports/gender_gap.pdf

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17. Symington, A. (2004). Intersectionality: A tool for gender and economic justice. *Women's Rights and Economic Change* (9), 1–7. Retrieved from http://www.awid.org

18. United Nations Population Fund. (n.d.). Gender Equality. Retrieved from http://www.unfpa.org/gender/

19. United Nations Entity for Gender Equality and the Empowerment of Women. (2011). *In pursuit of justice: 2011–2012 progress of the world's women*, executive summary. Retrieved from http://progress.unwomen.org/pdfs/EN-Report-Progress.pdf

20. Okin, S. M. (2004). Gender, justice and gender: An unfinished debate. *Fordham Law Review*, *72*(5): 1537–1567.

21. World Bank. (2011). *Defining gender in the 21st century: Talking with women and men around the world, a multi-country qualitative study of gender and economic choice*. Washington, DC: World Bank.

22. World Bank. (2012). World Development report 2012: Gender equality and development. Retrieved January 5, 2014, from http://siteresources.worldbank.org/INTWDR2012/ Resources/7778105-1299699968583/7786210-1315936222006/Complete-Report.pdf

Course Title: Social Work Research

Course Code: SWCP – 07

Credit: 4

Marks: 30+70= 100

Objectives:

- To develop understanding about the components involved in the social work research methodology.

- To improve the ability to link between practice, research, theory and their role in enriching one another.

- To make students understand the importance of statistical tools and techniques and help them to arrive at better research conclusion.

Introduction: *The paper is designed to help students get acquainted with the skills, tools, techniques and methods of social work research. Academic writing, citation, developing research proposals are also included in this paper as part of learning in workshop mode, where students will have hands-on practice and learn. This will be in preparation of their dissertation in Semester IV. Each workshop will be of one credit and include 15 hours of training and instructions. Students will be marked on attendance, participation and submission of research proposal and proposed methodology.*

UNIT – I: Introduction to Social Work Research

Social Work Research: Need, Meaning and Objective. Ethical, Political and cultural context of Social Work research. Social Work research fields: professional practices research, contextual research, system research, trend research, community based participatory research. Qualitative vs. Quantitative research. Research process: Feasibility issues influencing the research process. Research problems, questions, variables and hypotheses: Conceptualisation and operationalization. Critiquing knowledge bases and reviewing the literature.

Workshop: Academic writing, citation and research proposal.

UNIT – II: Methods of Social Work Research

Research Design: Matching design to purpose. Designs for evaluating policies, programs & practices: Single Subject Design, Case studies, Survey design, Experimental and Quasi experimental design. Finding research subjects: Sampling: Probability and non-probability sampling. Sources of data and data collection techniques: Observation, Interview, Questionnaire, Focus Group Discussion, Brain storming, Delphi method and

Projective techniques. Documentation: Writing research abstract and research report; Components of research report.

Participatory Research: Participatory Monitoring Evaluation (PM&E), Analytical Field Research, Participatory Action Research (PAR), Rapid Rural Appraisal (RRA) and Participatory Rural Appraisal (PRA)-Robert Chamber, Farming Participatory Research (FPR), Community/Citizen Monitoring (CM)

UNIT – III: Methods of Data Analysis

Qualitative Analysis: Thematic analysis, Content analysis, Triangulation, *Phenomenology,* and *Hermeneutical Analysis.* Quantitative Analysis: Choosing and Understanding Statistical Tests: Levels of Measurement, Descriptive Statistics- Measures of Central Tendency: Mean Median and Mode, Measures of Dispersion: Standard deviation and variances.

UNIT – IV: Workshop

Inferential Statistics and Hypothesis Testing: Correlation and regression analysis, hypothesis testing and test of significance. Bi-variate Statistics: t-tests, ANOVA and Chi Square. Introduction to SPSS for analyzing quantified data. Critical Reflections in Data Analysis: looking for anomalies, discussing findings, analyzing limitations and biases of the study and considering future directions for research.

Reading List:

1. Anderson, J. Durston H. S & Pooram (1992) *Thesis and Assignment Writing*; Wiley Eastern Ltd, New Delhi.

2. Baper, L.T. (1998) *Doing Social Research*, McGraw Hill, Singapore.

3. Bryman, Alan & Duncan Cramer (1990) *Qualitative data analysis for Social Scientists*, Routledge, London.

4. Denzin, K Norman & Lincoln, S Yuonna., (1998), *Collecting and Interpreting Qualitative Materials*, Sage publications, New Delhi.

5. Denzin, K Norman & Lincoln, S Yuonna.(2000), *Hand book of qualitative research*, Sage publications, Thousand Oaks.

6. Gupta, S. P (1992) *Elementary Statistical methods* Sultan Chand & sons, New Delhi.

   Goode &Hatt (1981) *Methods in Social Research*, McGraw Hill, New Delhi.

7. Laldas, D.K (2000) *Practice of Social Research*, Rawat, Jaipur.

8. Nachmias & Nachmias (1981) *Research methods in the Social Sciences*; St. Martin"s press, New York.

9. Richard, G.., et al, (2003) *Scaling Procedure –issues and applications*, Sage, Thousand Oaks.

10. Rubin & Bobbie (1993) *Research Methods for Social Work*, Brooks/Cole publishing Company, California.

11. Y. K Singh, *Fundamentals of Research Methodology and Statistics* by, New Age International

12. Mukarji Nath Ravindra, *Social Research and Statistics*, Vivek Prakashan, Delhi.

13. Mukherjee, Neela (2002). *Participatory Learning and Action With 100 Field Methods.* Concept Publishing Co.

14. Ramchandran, P. *Social Work Research And Statistics*, Bombay : Allied Publishers Gupta, S.P, *Statistical Methods*, Sultan Chand & Sons

15. Bhatnagar, O.P. *Research Methods And Measurements In Behavioral And Social Sciences*, New Delhi, Agri Cole Publishing Academy

16. Robert L. Miller, Ciaran Action, Deirdie A. Fullerton and John Maltby. *SPSS for Social Scientists*

17. Matthew J Zagumny, The SPSS Book: *A Student Guide to The Statistical Package for The Social Sciences*

18. Paul Mallery and Darren George, *SPSS For Windows Step-By-Step: A Simple Guide and Reference*

19. Drake, Brett, and Melissa Jonson-Reid. 2007. *Social work research methods: From conceptualization to dissemination.* Boston: Allyn and Bacon.

20. Grinnell, Richard M., and Yvonne A. Unrau, eds. 2007. *Social work research and evaluation: Quantitative and qualitative approaches.* 8th ed. New York: Oxford Univ. Press.

21. Rubin, Allen, and Earl R. Babbie. 2007. *Essential research methods for social work.*
22. Belmont, CA: Thomson Brooks Cole.

23. Rubin, Allen, and Earl R. Babbie. *Research Methods for Social Work.* 6th ed. Belmont, CA: Thomson Brooks Cole, 2008.

24. Light, R. J., and D. B. Pillemar. 1984. *Summing up: The science of reviewing research.*
25. Cambridge, MA: Harvard Univ. Press.

Course Title: Social Work Practice with SC, ST and OBC

Course Code: SWCP – 08

Credit: 4

Marks: 30+70= 100

Objectives:

- To tune Social Work Practice to the values and dispositions related to the social background of the client and the behavior of the larger social system

- To work towards social justice and human liberation.

UNIT – I: Dalits Tribals OBC's and Minorities Status Issues and Debates

Definition and conceptual formulation on Scheduled Castes - Dalit, Scheduled Tribes-Adivasi Other Backward Castes and minorities.

Nationalist and development perspectives of Gandhi, Ambedkar, Nehru (Tribal Panchsheel), Asad.

Inequalities: Literacy, Health, Employment, Population, Sex Ratio, Poverty and other disparities.

Crimes and atrocities: analysis of crime statistics, imprisonment statistics.

Discrimination with respect to public services, government schemes and employment programmes, etc. and the debate on Reservation in education, employment and promotion

Causes and Impact of: industrialization, urbanization, , privatization, globalization, development projects and their impact; on land alienation, loss of forest rights, displacement, socio-cultural loss, poverty, indebtedness, psychological issues.

UNIT –II: Constitutional Safeguards

The Preamble, The Directive principles of state policy ensuring social safeguards: Articles 15, 16, 17,23,24,25,(2)(b); Economic safeguards: Articles 46, 23, 24, 244, 275(I), fifth schedule, sixth schedule; Education and cultural safeguards: Articles 15 (4), 29 (i), 350 A; Political safeguards: Articles 164 (I), 330, 332, 334, 371 A, 371 B, 371 C, 371 C,

371 F, 371 G, 371 H. Service Safeguards; Article 16 (4), 16(4a), 335, 320 (4); Freedom to manage religious affairs (Article 26); Freedom as to payment of taxes for promotion of any particular religion (Article 27); Freedom as to attendance at religious instruction or religious worship in certain educational institutions (Article 28); Special provision relating to language spoken by a section of the population of a state (Article 347); Language to be used in representations for redress of grievances (Article 350);Facilities for instruction in mother tongue at primary stage (Article 350A); Special officer for linguistic minorities (Article 350B). Articles 29 and 30 deal with cultural and educational

rights of minorities, Constitution amendment bill, viz the Constitution (103rd Amendment) Bill 200 Statutory commissions: The National commission for Scheduled Castes and the National Commission for Scheduled Tribes. National Commission for OBC, National Commissionfor Minorities.

UNIT-III: Other Legal Provisions, Policies and Programmes

Protective Legislations: The Protection of Civil Rights (PCR) Act 1955; The Scheduled Castes and Scheduled Tribes (Prevention of Atrocities): POA Act, 1989; The Orissa Scheduled Areas Transfer of immovable property (by ST) Regulation (1956); The Orissa Land Reforms Act (1960)

Policies and Programmes of the Ministry of Social Justice and Empowerment; Ministry of Tribal Affairs, Ministry of Minority Affairs; Scheduled Caste Sub Plan (SCSP) and Schedule Tribe Sub Plan (STSP) introduced since the sixth Five Year Plan.

UNIT – IV: Strategies for Social Workers to Work for Social Justice and Rights Identifying the sources and dynamics of injustice, discrimination and oppression. Anti – oppressive Social Work practice:

Adopting 'radical' change oriented methods such as: advocating human rights, affirming core social work values, affirming politics of social justice and human liberation, facilitating critical consciousness, participatory-democratic egalitarian social movements.

Reading List:

1. Denove. W and Schlesinger E.G, (1999) Ethnic-Sensitive Social Work Practice. Yil. David. G, (1998), Confronting Injustice and Oppression.
2. Thorat S.K. (2009) Dalits in India: Search for a Common Destiny.
3. Thorat S.K. and Newman Kathernic S., (2010) Blocked by Caste: Economic Discrimination and Social Exclusion in Modern India.
4. Constitution of India
5. Pandey, R.1997 Minorities in India protection and welfare APH Publishing Corporation. Website of The Ministry of Minority Affairs http://www.minorityaffairs.gov.in/
6. Website of Ministry of Social Justice and Empowerment, Government of India.

7. Munshi . Indra, (2007)   Adivasi Life Stories: Contexts, Constraints, Choices,
    Rawat   Publication.

8. Mandal Commision Report

9. Jain, P.C. 1991. Social Movements among Tribals, New Delhi: Rawat Publications. Singh
    K.S. (ed.). Tribal Movements in India, Vol. I & II;

10. Singh, J.P. & Vyas. M.N. Tribal Development: Past Efforts and New Challenges. Sachar
    Committee Report

11. Alinsky Saul,Rules for Radicals.Vintage Books Edition, 1972

12. VirginiusXaxa (2003), "Tribes in India," The Oxford India Companion to Sociology and
    Social Anthropology, (Ed) Veena Das, New Delhi: Oxford University Press,

13. Baviskar, Amita. 1997. "Tribal Politics and the Discourses of Environmentalism,"
    Contributions to Indian Sociology, Volume 31, Number 2.

14. Abbi, Anvita. 2102. Chapter 13, "Declining Adivasi Knowledge Systems and Killing of
    Linguistic Diversity," Social Exclusion and Adverse Inclusion: Development and
    Deprivation of Adivasis In India, (Editors) Dev Nathan and VirginiusXaxa, Oxford
    University Press, 2012.

15. Jean Dreze, Meera Samson and Satyajit Singh. 1997. Chapter 2, "Resettlement Politics and
    Tribal Interests," Dam and the Nation: Displacement and Resettlement in the Narmada
    Valley. New Delhi: Oxford University Press.

16. Dev, Nathan. 2012. Chapter 17, "Displacement and Reconstruction of Livelihoods," and
    Chapter 18, "Community Representatives" Views on Development Processes," Social
    Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India,
    (Editors) Dev Nathan and VirginiusXaxa, Oxford University Press, 2012.

17. Xaxa, Virginius. 2008 "Protective Discrimination: Why the Scheduled Tribes Lag Behind
    the Scheduled Castes," State, Society and Tribes, New Delhi: Pearson Education.

18. Lena Dominelli. 2002. Anti-oppressive Social Work Theory & Practice; Springer

Course Title: Human Rights Approach to Social Work Practice

Course Code: SWCP -09

Credit: 4

Marks: 30+70=100

Objectives:

- To understand Human Rights and engage in critical self-reflection and correction for professional development.

- To recognize the extent to which a culture's structures and values may oppress, marginalize, exclude and enhance power and privilege.

- To engage in processes that advance social and economic justice.

- To critically analyse how the intersection of Human Rights Values with Social Work influences practice

UNIT – I: **Introduction to Human Rights**

Historical evolution and normative framework of the Universal Human Rights System: The UN Charter, Universal Declaration of Human Rights, the ICCPR and ICESCR.

The generations of Rights

UN vs. National perspectives: Issues of cultural relativism: Rights and. Duties, Rights of Indigenous Peoples and Rights of the Scheduled Tribes, Racial discrimination and Caste based discrimination, Right to Self-determination, Minority Rights.

UNIT – II: **Human Rights in the Indian Constitution: Interpretation and Application**

The Preamble, the Fundamental Rights and the Directive Principles of State Policy;

Interpretation of Special provisions for vulnerable groups: Scheduled Castes, Scheduled Tribes, Women, Religious, cultural and linguistic minorities.

Role of the Judiciary in responding to Human Rights issues in India: The case of Niyamgiri, Reservations to OBCs, Women's issues, etc

Role of the National Commissions on: Human Rights, Role of Human Rights NGOs.

UNIT – III: Monitoring Human Rights

Who monitors human Rights?: Social Work Professionals, Medical Professionals, the Police, Lawyers and Judges;

How to monitor? : prisons, trials, hospitals, cemeteries, vulnerable groups;

How to investigate? : practical steps on gathering evidence;

How to report? : How to write a report, How to take a statement, How to collate evidence;

Commissions of Enquiry; the NHRC

International and National Reporting and Complaints Procedure.

UNIT – IV: Human Rights in Social Work Practice

The elements of the Human Rights approach and its value to Social Work: Respecting principles of Equality and non-Discrimination; incorporating the Gender perspective.

The Right to Development: Application to International Agencies and NGOs; ensuring participation of service users; accountability of service providers and empowerment of all stakeholders.

Applying Human Rights approach to Advocacy in the context of Social Work: Legislation; funds to respond to identified social needs; follow-up; public campaigns; networking.

Reading List:

1. Youth for Human Rights (2010). What are human rights?http://www.youthforhumanrights.org/ what-are-human-rights.html

2. Ife, J. (2001). Local and global practice: Relocating social work as a human rights professionin the new global order. European Journal of Social Work, 4(1), 5-15.

3. United Nations. (1948). The Universal Declaration of Human Rights. Retrieved from http://www.un.org/en/documents/udhr/

4. United Nations. (1994). Human rights and social work: A manual for schools of social workand the social work profession. Geneva: United Nations Centre for Human Rights.

5. Ife, J. (2012). Human Rights and Social Work: Towards Rights based Practice, CUP: London.

6. Reichert, E. (2011). Social Work and human Rights: A Foundation for policy and practice,Columbia University Press.

7. Lundy, Colleen (2011). Social Work, Social Justice and Human Rights: A Structural Approach to Practice. University of Toronto Press.

8. Mullaly, Bob. () Challenging Oppression and Confronting Privilege, OUP.

9. Wronka, Joseph. M. () Human Rights and Social Justice: Social Action and Service for theHelping and Health Professions, Sage publications.

10. Hokenstad, Healy, M. and Segal, Uma A (2013). Learning to Teach, Teaching to Learn.

Course Title: Climate Change and DRR Approach to Social Work Practice

Course Code: SWCP- 10

Credit: 4

Marks: 30+70=100

Objectives:

- To understand Natural Disasters and Complex Humanitarian Emergencies (CHEs) along with the challenges of Climate Change;

- To gain a comprehensive understanding of the Disaster Management Cycle

- To understand the causes and context surrounding CHEs and the socio-political complexities in India;

- To understand humanitarian responses, including actors (roles of nongovernmental organizations (NGOs), UN agencies, Indian government (Central and State/s), and other global partners) and principles and standards that guide humanitarian practice;

- To get acquainted with Disaster Management Policies and Laws in India.

UNIT – I: Natural Disasters, Complex Humanitarian Emergencies & Climate Change:

Natural Disaster – Definition and associated terminology, Complex Humanitarian Emergency - Origin and evolution of the definition, difference between man-made and natural disasters: characteristics

Concept, nature and severity of climate change. Causes of climate change. Impact of climate change: globally in general and Odisha in particular. Greenhouse effect, climate change and disasters.

UNIT – II: Disaster Management Cycle

Disaster Management: Definition, Typology of disasters, major disasters in India

Disaster Management Cycle: Paradigm Shift in Disaster Management, Pre-Disaster – Risk Assessment and Analysis, Risk Mapping: Zonation and Microzonation, Prevention and Mitigation of Disasters, Early Warning System; Preparedness, Capacity Development; Awareness. During Disaster – Evacuation – Disaster Communication – Search and Rescue – Emergency Operation Centre – Incident Command System – Relief and Rehabilitation. Post-disaster – Damage and Needs Assessment, Restoration of Critical Infrastructure – Early Recovery – Reconstruction and Redevelopment.

UNIT – III: Types of Laws:

Humanitarian Principles, and Code of Conduct; Rehabilitation and Migration Legal Frameworks in India; Accountability Principles and Standards; Humanitarian Architecture and Actors – Global and National; IDNDR, Yokohama Strategy, Hyogo Framework of Action, Sendai Framework; SDGs and MDGs

UNIT – IV: Disaster Profile of India & Odisha State:

Mega Disasters of India and Lessons Learnt; Disaster Management Act 2005 – Institutional and Financial Mechanism; National Policy on Disaster Management; National Guidelines and Plans on Disaster Management; Disaster Management in the Xth Five Year Plan onwards, different bodies National Disaster Management Agency (NDMA), State Disaster management Agency (SDMA), National Disaster Response Force (NDRF), National Institute of Disaster Management (NIDM), India Disaster Resource Network (IDRN).

Community based disaster management and community based disaster management practices (case studies); The role of INGOs and NGOs.

Reading List:

1. Anandha Kumar K.J and Ajinder Walia (2013) India Disaster Report, NIDM: New Delhi.

2. Gupta. Anil K et, al (Ed) (2014). Training Module Mainstreaming Climate Change Adaptation and Disaster Risk Reduction into District Level Development Plans, NIDM : New Delhi.

3. Satendra and Kaushik. D (2013) Forest Fire Disaster Management NIDM: New Delhi.

4. Vogelbacher (2013) Flood Disaster Risk Management NIDM: New Delhi.

5. Kaushik. A.D. (2012) Flood Risk Mitigation and Management: A Training of Trainers Module, NIDM: New Delhi.

6. Weiss, T. G., Collins, C. (2000) *Humanitarian Challenges and Intervention*, (Ch. 1: Evolution of the Humanitarian Idea) Westview Press, second edition, pp. 13-38.

7. Dijkzeul, D. (2000) *Europe, The Future of Humanitarian Aid --Learning From Crises',* Basic Background Paper for "Europe and Humanitarian Aid", Symposium within the Framework of the German EU Presidency 1999, 22/23 April 1999, ECHO, IFHV, Auswärtiges Amt, Bochum, 13 pp. (available on the course web-site).

8. Moore, J. (1998) *Hard Choices*, Introduction & Ch. 1, pp. 1-28. 9. De Waal, A. (1997) pp. 1-85.

10. Crocker, Hampson, Aall (1996) pp. 1-170.

11. Isaac, E. (1993) Humanitarianism Across Religions and Cultures, pp. 13-22, in Weiss, T.G., Minnear, L. (eds)(1993) *Humanitarianism Across Borders: Sustaining Civilians in Times of War*, Lynne Rienner Publishers, Boulder & London.

12. Coppola D P, 2007. Introduction to International Disaster Management, Elsevier Science (B/H), London.

13. Manual on natural disaster management in India, M C Gupta, NIDM, New Delhi

14. An overview on natural & man-made disasters and their reduction, R K Bhandani, CSIR, New Delhi

15. World Disasters Report, 2009. International Federation of Red Cross and Red Crescent, Switzerland

16. Encyclopedia of disaster management, Vol I, II and IIIL Disaster management policy and administration, S L Goyal, Deep & Deep, New Delhi, 2006

17. Encyclopedia of Disasters – Environmental Catastrophes and Human Tragedies, Vol. 1 & 2, Angus M. Gunn, Greenwood Press, 2008

18. Disasters in India Studies of grim reality, Anu Kapur & others, 2005, 283 pages, Rawat Publishers, Jaipur

19. Management of Natural Disasters in developing countries, H.N. Srivastava & G.D. Gupta, Daya Publishers, Delhi, 2006, 201 pages

20. Natural Disasters, David Alexander, Kluwer Academic London, 1999, 632 pages

21. Disaster Management Act 2005, Publisher by Govt. of India

22. Publications of National Disaster Management Authority (NDMA) on Various Templates and Guidelines for Disaster Management

23. High Power Committee Report, 2001, J.C. Pant

24. Disaster Mitigation in Asia & Pacific, Asian Development Bank

25. National Disaster Management Policy, 2009, GoI

26. Disaster Preparedness Kit, American Red Cross

27. Disaster Risk and Resilience - Thematic Think Piece, UNISDR, WMO, UN System Task Team, May 2012, https://www.un.org/en/development/desa/policy/untaskteam_undf/thinkpieces/3_disaster_risk_resilience.pdf

28. Disaster Resilience for Sustainable Development, Asia-Pacific Disaster Report 2017, https://www.unescap.org/sites/default/files/1_Disaster%20Report%202017%20Low%20res.pdf

29. Resilience To Disasters For Sustainable Development, United Nations Economic Commission For Europe, Feb 2018 http://www.unece.org/fileadmin/DAM/trade/wp6/AreasOfWork/RiskManagement/DRR/Brochure_DRR_updated_Feb2018.pdf

30. Article online: Kiran Pandey, Madhumita Paul, 'Disaster resilience in risk-prone Asia needs realistic policy and financial planning', *Down to Earth,* Thursday 04 April 2019 https://www.downtoearth.org.in/news/natural-disasters/disaster-resilience-in-risk-   prone-asia-needs-realistic-policy-and-financial-planning-63841

31. Ministry of Home Affairs, 'Disaster Management in India', 2011 https://www.undp.org/content/dam/india/docs/disaster_management_in_india.pdf

32. Center for Excellence in Disaster Management and Humanitarian Assistance, 'India: Disaster Management Reference Handbook: August 2018' https://reliefweb.int/sites/reliefweb.int/files/resources/disaster-mgmt-ref-hdbk- india.pdf

33. NIDM, 'India Disaster Report – 2013', https://nidm.gov.in/PDF/pubs/India%20Disaster%20Report%202013.pdf

34. Prof Anand S Arya, Anup Karanth and Ankush Agarwal, 'Hazards, Disasters and Your Community – A Primer for Parliamentarians', National Disaster Management Division Ministry of Home Affairs, https://www.undp.org/content/dam/india/docs/hazaras_disasters_and_your_community_a_primer_for_parliamentarians.pdf

Course Title: Agrarian Social Work

Course Code: SWCP- 11

Credit : 2

Marks: 50

Objectives:

- To Understand the Indian Agricultural Policy and the Crisis in Agriculture.

- To be acquainted with concepts of food sovereignty and sustainable agricultural practices.

- To effectively respond to the problem of food and nutritional security at the level of the farmer/community.

UNIT – I: Principles & Policy for Sustainable Agriculture

History & Evolution of Agricultural Policies and Practices; Issues in agriculture and Social Work in Rural-Agro ecological Communities; Principles of Sustainable Agriculture; Policy & Practice of Sustainable Agriculture; Principles of Industrial Agriculture; Policy & Practice of Industrial Agriculture. Concept of food sovereignty and food security.

UNIT – II: Regenerative Ecological Agricultural Systems

Water Management: In-situ water conservation; Methods to reduce flow of rain water; Mulching; Moisture Management.

Soil Health Management: On Farm Biomass; Cattle Dung; Earth Worm; Soil Health Enhancement Techniques; Organic Carbon Measurement.

Seeds: Seed in the context of a micro-ecosystem; Significance of Diversity in Seed; Types of Seeds; Politics of Seed Control; Techniques of preserving seeds with Farming Communities.

Ecological Agriculture: Multiple cropping patterns & Soil Health; Soil-climate & cropping patterns; Cropping Patterns as enhancing photosynthesis process.

Integration of Agriculture: Interrelated Activities of Agriculture; Stages of Integration; Processes of Integration; Programs available for Integration.

Ecological Agriculture: Principles of Ecological Agriculture; Transition from Integrated Agriculture to Ecological Agriculture.

Reading List:

1. Randhawa M.S, A History of Agriculture in India, Vol. I, II, III & IV, ICAR. Asian Agri-History Foundation (1999), Krishi Parashara, ISRISAT.

2. Subramaniam. C (1995) Hand of Destiny: The Green Revolution (Vol.2) Bharatiya Vidya Bhavan.

3. Shina Vandana, The Violence of the Green Revolution.

4. Roy. B. C, Chattopadhyay, G.N, And Tirado.R; Subsidising Food Crisis. www.greenpeaceindia.org.

5. Howard. Albert, An Agricultural Testament, Other India Press.

6. Howard. Albert & Wad. Yeshwant D, The Waste Products of Agriculture- Their utilization as humus.

7. Howard. Albert and Berry. Wendell (1945), Soil and Health, http://www.journeytoforever.org/

8. Fukuoka. M. (2009) The One Straw Revolution, OIB

9. Fukuoka. M. (1996). The Road Back to Nature: Regaining the Paradise Lost, OIB. Dabholkar. S. A. (2001) Plenty for All, OIB.

10. Save. Bhasker, The Great Agricultural Challenge, OIB. Green Foundation, Janadharya Seed Savers.

11. Green Foundation, Seed to Food.

12. Alvares. Claude (2009), The Organic Farming Sourcebook, Other India Press.

SEMESTER – III

Course Title: Natural Resource Governance

Course Code: SWEP-01

Credit: 2

Marks: 50

Objectives:

- To understand the necessity of maintaining ecological diversity

- To appreciate the resource needs of future generations

- To understand the relationship between natural resource management, development and governance.

- To be prepared for careers in the development sector

UNIT – I: Introduction to Natural Resources and Governance

Historical Background of the Natural Resources Management and Governance. Environment-Ecology and Development- Our Common future;
The Relationship of Natural Resources Governance with Economic and Social Development, it's process and impacts;

1. The Concerns for Tomorrow and ;

2. The Environment towards a Sustainable Development;

3. Understanding Various Sectors and Classified Areas of Natural Resources and Governance;

4. Emerging Focus Areas within Natural Resources and Governance and Major Focus Areas within the Natural Resources and Governance withContradictions and Conflicts;

5. The Role of State and Civil Society in Natural Resources Governance. The Property Regimes :
Understanding the Natural Resources and Governance in the background and context of the role of Property and Ownership concepts and perspectives:

 1. The Public and Private Goods and the Natural Resources;

 2. Understanding the Concepts of 'Property Regimes' and the Natural Resources

and Governance;

Understanding the Common Property Regimes and their Implications to Development:

1. The CPRs;

2. The Tragedy of Commons;

3. The Institutional Approach to the Governance of the CPRs; Consolidation of CPR Management with Development Paradigms.

UNIT – II: Role of Laws, Policies, Civil Society organizations and the Community

Laws, Policies, and Livelihoods

1. PESA;

2. FRA;

3. MMDR etc. Mines and Minerals (Development & Regulations) Act Role of State and Civil Society Organisations

1. The Role of State in Natural Resource Management and Governance;

2. The Role of State and CSOs in NRM and Governance;

3. Issues and Challenges.

The Community Development Programmes and Empowerment through Natural Resource Governance

Why Natural Resource Based Programmes; Some Sector-Wise and NR-Area Based Classifications and Cases and their Presentations on NRM Projects and Analysis; Consolidation of Leanings. Emerging Livelihoods Options. Studying Some Models of NRG/M as Best Practices.

Reading List

1. Marx's Ecology- Materialism and Nature, John Bellamy Foster, Cornerstone Publications, Kharagpur, India, 2001;

2. Klaus Bosselmann, Ron Engel and Prue Taylor, Governance for Sustainability-Issues, Challenges, Successes, IUCN Environmental Policy and Law Paper No.70, IUCN Publication in collaboration with the IUCN Environmental Law Centre, Bonn, Germany,

3. Rosenau, J.N., Globalization and Governance: Bleak Prospects for Sustainability, International Politics and Society, No. 3, 2003, pp. 430-443;

4. Sanders, R, A Systems Approach to Governance for Sustainability, Queensland Department of Natural Resources and Mines: Brisbane, 2003, K. Bosselmann, 'The Principle of Sustainability: Transforming Law and Governance;

5. OECD, Final Report of the Ad Hoc Working Group on Participatory Development and Good Governance, Part 1, 2, (1997) available at www.oecd.org;

6. Earth Charter Commission, Earth Charter: Values and Principles for a Sustainable Future 2002, available at www.earthcharter.org;

7. Kanie, N. and Haas, P.M. (eds.), Emerging Forces in Environmental Governance (United Nations University Press: Tokyo, 2004) p.269;

8. The Commission on Global Governance, Our Global Neighbourhood (Oxford University Press: Oxford, 1995)

9. Social Ecology, Ed. By Ramachandra Guha, Oxford University Press, 2001;

10. The Contested Commons- Conversations between Economists and Anthropologists, Ed. Pranab Bardhan and Isha Ray, Oxford University Press Publishing, 2011;

11. Environmental Economics, Ed. Ulaganathan Sankar, Oxford University Press Publishing, 2006;

12. Life on the Edge: Sustaining Agriculture and Community Resources in Fragile Environments, N.S.Jodha, Oxford University Press, 2001;

13. This Fissured Land: An Ecological History of India, Oxford India Paperbacks;

14. The Use and Abuse of Nature: Madhav Gadgil and Ramachandra Guha, Oxford India, Paperbacks, 2005;

15. Ecology and Equity, 2001, (same as above);

16. Ecological Journeys, Madhav Gadgil, Permanent Black Publication, 2001;

17. The Unquite Woods-Ecological Change and Peasant Resistance in the Himalay, Ramachandra Guha, Oxford University Press, 2001;

18. Where Communities Care: Community-Based Wild Life and Ecosystem Management in Asia, Ashish Kothari, Neema Pathak and Farhad Vania, Evaluating Eden Series No. 3, Kalpavriksh and International Institute of Environment and Development, 2000;

19. UN. 2007. The Millenium Development Goals Report, United Nations. New York. http://www.un.org/ millenniumgoals/pdf/mdg2007.pdf;

20. UNDP. 2006. Human Development Report 2006. Beyond Scarcity: Power, poverty and the global water crisis, United Nations Development Programme. http://hdr.undp.org/hdr2006/report.cfm

Additional Reading References:

1. van Bodegom, Arend J. et al. 2008. FLEGT beyond T: Exploring the meaning of "Governance" concepts for the FLEGT process, p. IV-3. Wageningen University & Research Centre, Wageningen, the Netherlands. Available online: http://www.cdic. wur.nl/NR/rdonlyres/DFDA8928-9664-4EF3-A593-C5E3023D3164/70310/FLEGT_ beyond_T.pdf Accessed 13 September 2009;

2. Borrini-Feyeraband, Grazia. 2008. Implementing the CBD Programme of Work on Protected Areas: Governance as key for effective and equitable protected area systems. IUCN Commission on Environmental, Economic and Social Policy. Briefing Note 8. February. p. 1. Available online:

http://cmsdata.iucn.org/wnloads/governance_of_protected_areas_for_cbd_pow_briefing_ note_08_1.pdf Accessed 20 November 2009;

3. Bosselmann, Klaus, Engel, Ron and Taylor, Prue. 2008. Governance for Sustainability

-– Issues, Challenges, Successes. IUCN, Gland, Switzerland. Regional Community Forestry Training Center for Asia and the Pacific. 2004. Multiplying the Impact of Community Forestry: RECOFTC Strategic Plan 2004- 2009. Available online: http://www.recoftc.org/site/fileadmin/docs/publications/ The_Grey_Zone/RECOFTCStrategicPlan04-09/RECOFTC_strategic_plan_2004- 2009.pdf Accessed 20 November 2009;

4. Grindle, Merilee S. 2002. Good Enough Governance: Poverty Reduction and Reform in Developing Countries. Prepared for the Poverty Reduction Group of the World Bank. Available online: http://www.gsdrc.org/docs/open/HD32.pdf Accessed 10 May 2009;

5. Mayers, J. et al. 2006. Forest governance and social justice: practical tactics from a learning group approach in Africa. In International Forestry Review Vol. 8(1), p. 102. Available online: http://portals.wi.wur.nl/files/docs/landscapes/forest%20 governance%20learning%20group%20experiences.pdf Accessed 7 November 2009;

6. Plumptre, Tim and John Graham. 1999. Governance and Good Governance: International and Aboriginal Perspectives. Institute on Governance. Canada. December 3, 1999. Available online: http://www.iog.ca/publications/govgoodgov. pdf Accessed 25 October 2009. An updated version of the 1999 paper was published in 2000: Plumptre, Tim and John Graham. 2000. Governance in the New Millennium: Challenges for Canada. Institute on Governance. January. Available online: http://www.iog.ca/publications/governance.pdf. Accessed 9 November, 2009.

Course Title: Counseling Skills in Social Work

Course Code: SWEP-02

Credit: 2

Marks: 50

Objectives:

- To develop a holistic understanding of counseling as a tool for help

- To acquire knowledge of various approaches, their theoretical under-pinning for goals, values, process and techniques

- To develop skills of application to real life situations

UNIT – I: Introduction to Counselling

Goals of Counselling; Qualities of an effective counsellor; Ethics in counselling. Steps involved in the Process of Counselling. Relevance of Psychometric Testing. Understanding the pitfalls in counselling

UNIT – II: Approaches to Counselling

Humanistic Approach Or Person-Centered Counselling : Key concepts and goals. Notion of Self Concept. Attributes of a fully functioning person. The therapeutic process Six Factors Necessary for Growth in Carl Roger's Theory; Merits and Limitations

Gestalt Therapy : Key Concepts : Processes and Goals. Classification of types of problems. Growth and Goals of Gestalt therapy. Therapeutic techniques and procedures of Gestalt therapy. Layers of Movement in Growth. Contributions and limitations

Rational Emotive Behavior therapy : Key Concepts. Rationality: Reason and Emotion: Appropriate and Inappropriate Emotions. Assumptions: Assumptions basic to RET. Some Irrational Beliefs and Characteristics of Irrationality. Process of REBT: ABCDEF principle REBT Activating event- Belief system- Consequent emotional status- Disputing the belief system- E, transform the event into his growth potential. Merits and Limitations

Transactional Analysis : Goals of TA. Ego States: The Parent Ego state, Adult ego state and Child Ego state. Egogram and Structural Analysis. Transactions in Transactional analysis; complementary, crossed and ulterior. Basic Existential Life Positions. Merits and Limitations

Reading List:

Shestroin Everlett, Brammer M. Lawrence : The dynamics of counseling process. Tpbbert, E.L. Introduction to counseling

Colin Fertham, Controversies in psycho therapy and counseling, Sage publications, New Delhi, 1999.

Fullmer, D.W. & Bernard H.W: Counseling content and process Harms E & Schreiber : Handbook of counseling Techniques

Kennedt. E : On becoming a counselor – A basic Guides for non-professional counselors, Macmillan, New Delhi.

Capuzzi, David & Douglas, R. Gross Counselling & Psychotherapy: Theories & Interventions.. Merrill Prentice Hall, Ohio, US (2003)

Dave Mearns & Brian Thorne Person centred counselling in action Sage Publication. New Delhi (1988)

Gerard Egan. The Skilled Helper: Model, Skills & Methods for Effective Helping (2ndEd.).

Gibson, Robert L. Mitchell, Marianne H.Introduction to Counselling & Guidance (6th Ed.) Prentice Hall of India Pvt. Ltd. N. Delhi. (2005)

Les Parrott III Counseling & Psychology (2nd Ed.). Thomson Brooks/Cole. US, UK(2003

Patterson C.H. Theories of Counselling & Psychotherapy.. Harper & Row Pub. N.York(1986)

Samuel, T. Glading, Merril   Counselling: A Comprehensive Profession (4th Ed.) an imprint of Prentice Hall, Ohio US (2000)

Course Title: Social Work with Children

Course Code: SWEP-03

Credit: 2

Marks: 50

Objectives:

- To understand the situation of children and families in India
- To understand the national & international efforts for child welfare
- To know the child related laws.
- To know the programmes & services for child welfare

UNIT – I: Child Rights and Legal Provisions for Child Protection

Concept of Child Welfare and Child Rights; Demographic profile of the child in India, UN convention on the Rights of the Child, National Policy for Children(1974), National Policy on Education(1986), National Nutrition Policy (1993), National Charter for Children (2004), National Plan of Action for Children (2005) Changing trends in child welfare and protection services.

The Constitution of India: Articles 14,15,15(3),19(1)(a), 21,21(a), 23, 24, 39(e), 39(f); The Indian Penal Code, 1860: Feticide (Section 315 and 316), Infanticide (section 315), Abatement of Suicide (section 305), Exposure and Abandonment (section 317), kidnapping and Abduction (section 360 to 369),Procurement of Minor Girls (section 366-A), Selling of girls for Prostitution (section 372,373), Rape (Section 376), Unnatural sex(section 377); The Pre-natal diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994; The Juvenile Justice (Care and Protection of Children) Act, 2000; The Immoral Traffic (Prevention) Act, 1956; Child Labour (Prohibition and Regulation) Act, 1986; The Prohibition of child Marriage Act, 2006; The Commission for the Protection of child Rights Act, 2005; Protection of Children Against Sexual Offences Act,2012.

UNIT – II: Problems of the Child and the response of Social Work

Social Work with: Street children, destitute, delinquent, abandoned, orphaned, child with disabilities, sexually abused child, child labour, child trafficking, children affected by natural calamity, HIV/AIDS affected and infected children, child prostitute, children in poverty, the girl child, truant children, runaway children.

Health Problems: Causes of infant mortality and morbidity; Common childhood diseases; Development delay; Child Nutrition; Nutritional problems: PEM, Micro-nutrient

deficiencies disorders, Mineral and vitamin deficiencies, Nutritional guidelines on infant and young child feeding.

Social work practice with children: Child guidance clinics; School social work; Child counselling; Life skills training; Child help lines; Adoption services; International and national NGOs working with children: UNICEF, CARE, CRY, SOS-Children's Villages.

Reading List :

1. Banerjee, B. G. (1987) Child Development and Socialisation, New Delhi : Deep & Deep Publication

2. Baroocha, Pramila Pandit (1999) Hand book on Child, New Delhi : Concept Publishing Com.

3. Bhalla, M. M. (1985) Studies in Child Care, Delhi : Published by NIPCCD Bhangana. Vinita (20050 Adoption in India.

4. Chaturvedi, T. N. (1979) Administration for Child Welfare, Admin, New Delhi : Indian Institute of Pub.

5. Choudhari, D. Paul (1980) Child Welfare / Development, Delhi : Atma Ram & Sons.

6. Deshprabhu, Rashmi (2001) Child Development & Nutrition Management, Jaipur : Book Enclave

7. Ghathia, Joseph (1999) Child Prostitution in India, New Delhi : Concept Publishing Company

8. Hugh, Jolly (1981) Diseases of Children, Oxford, London, Edinburgh : The English Language book society and Blackwell Scientific Publications

9. Hurlock, Elizabeth B. (1968) Child Development, New Delhi : Tata McGraw Hill Pub; Com; Ltd.

10. Rani, Asha (1986) Children in Different situations in India- A Review, TISSS. UNICEF, State of Worlds Children Annual Report

11. Venkatesan S.(2004) Children with Developmental Disabilities.

Course Title: Social Work with Elderly

Course Code: SWEP-04

Credit: 2

Marks: 50

Objectives:

- To study the basic characteristics about the elderly population

- To understand the development tasks associated with the elderly population.

- To know the various services provided at institution dealing with the elderly.

- To link social work methods in promoting welfare among the elderly.

UNIT – I: Ageing and Elderly Issues

Basics about elderly : Gerontology – Definition and scope. Status of Elders in India & Odisha:- Demographic, social, cultural and economic aspects. Needs and problems of elders. Role of elders in family. Issues of Elderly in health, occupation, income retirement planning, property rights, gender issues and family supports.

Developmental tasks in elderly: Issues in health care, changes in family structure, coping with aging process, challenges due to changing physiological, economic, safety, status in the family and other issues, quality of life, coping with demise of the life partner, bereavement, resolving one's death, and any other.

Process of Ageing: Causes and Consequences. Nature of Degeneration: Diabetes; Cardiovascular Disease. Disability-related issues: Ophthalmologic, Hearing Impairment, Dental problems, difficulties in Speech and Orthopaedic problems like Arthritis and Osteoporosis; Terminal Illnesses. Psycho-neurological issues like Depression, Anxiety, Dementia, Parkinson's Disease, Alzheimer's Disease. Importance of promoting healthy methods of handling changes in physical and mental abilities in the natural process of Ageing.

UNIT – II: Policies, Programmes and Social work interventions

International policies and provisions: UN Principles for Older Persons (1991), Proclamation on Ageing and the Global Targets for Ageing (2001) and the Universal Declaration of Human Rights (UDHR, 1948).

Constitutional provisions and policies in India: National Policy on Older Persons (1999).Older Persons (Maintenance, Care & Protection) Bill, 2005; The Maintenance and Welfare of Parents and Senior Citizens Bill, 2007.

Programmes for the Older Adults over the Five-Year Plans: Welfare Schemes; Shelter and Housing; Health and Disability; Health Insurance. Pension and Retirement; Issues in access to these programmes and denial of Rights.

– Role of Social Worker in providing the legal and governmental welfare services to elders.

– Social Work intervention through Social Case Work, Social Group Work, Community Organisation and Social Welfare administration.

Reading List:

- Bali . P. Arun, 2001 Care of the Elderly in India. Shimla, Indian Institute of Advanced Studies.

- Chatterjee, S.C., Patna, Discourses on aging and Dying. New Delhi, and K.P., Charian, V. 2008., Sage Publications

- Dandekar, Kumudini. 1996 The Elderly In India, New Delhi, Sage Publications.

- Desai, Murli and Raju, Gerontological Social Work in India – Some Siva (Ed.) 2000. issues and Perspectives. Delhi, BR Publishing House,.

- Dey, A. B (Ed.) 2003 Ageing in India: Situation Analysis and Planning for the Future. New Delhi / WHO and AIIMS.

- Emmatty, Leena. M. 2008 An insight into Dementia Care in India. New Delhi, Sage Publications.

- Hurlock, Elizabeth. 1981 Developmental Psychology. 5th Edition. New Delhi, Tata McGraw Hill Publications.

- Khan M.Z. 1989 Voluntary Welfare Services for the Aged, Dept. of Social Work, New Delhi, Jamia Milia Islamia.

- Rajan, Irudaya.S., India's Elderly, New Delhi, Sage Publications. 1999.

  JOURNALS.

- Indian Journal of Gerontology, C-207, Manu Marg, Tilak Nagar, Jaipur.

- R & D Journal of Helpage India . C-14, Qutab Institutional Area, New Delhi.

SEMESTER – IV

Course Title: Development Communication

Course code: SWCP - 13

Credit: 5

Marks: 30+70=100

Objectives:

UNIT – I: **Development Communication:**

Basic Concepts Theories of Development Communication; Dialogical Communication. Models of Development Communication-top down and participatory development communication.

Case studies and experience – development communication policy – strategies and action plans

UNIT – II

Use of media for development: Broadcast media and alternative media; EDUSAT, Community media and Folk media.

Social Marketing: Communication for Brand Development. Developing Information, Education and Communication (IEC) materials for Campaign and Social advocacy. Rural Media , Home Radio, ICT for Development.

UNIT – III: Data Visualization – WorkshopLearning Outcomes:

By the completion of this Workshop e, learners will be able to understand:

• Definition Data, Data visualisation, Visual thinking and other related terms

• Data preparation for charting; taxonomy of data visualization methods

• Apply data transformations such as aggregation and filtering for visualization

• Data Design: Chart, graphs info graphic formats for Data Visualisation &Presentation

• Understanding the ingredients of the 7-hats of visualisation

• Profile of some of the key visualisation tools, applications and libraries

- The spectrum of different chart/graphs/diagram types and their roles (Mind map Network map ,Word cloud, Fishbone diagram Circle map Venn diagram Quadrant or 2x2 matrix Flow chart and Feedback loop..etc)

- The features and role of interactivity in Data visualisation design

- Colour theories and best practice applications

- Data Visualisation Software, Formats, & Training (Brief Overview of Adobe Illustrator, After Effects, Tableau Desktop, & Introduction Data VisualisationCoding and Voyant)

- Dashboards Design and Hierarchy Infographic, Format and Narrative Complex Charts and Data Visualisations

  This workshop is designed to give an introduction and hand on training to the basics of Data Visualisation and how to simplify data and understand which chart, graph, map, tables, Apps and software's are useful for which types of data. Students will improve their data-based digital storytelling skills for effective communication. The Workshop covers the principles behind data visualization, and introduces guidelines for designing effective visual displays to communicate various types of Data related to Social work. Workshop instructor will train on how best to tell a story using data visualisation. Workshop attendees learn how to tell the stories by their data visualisation, placing visual design into a variety of content formats: data presentations, animated data videos, and info graphic reports.etc

UNIT – IV: Creative Writing-Workshop

An intensive Communication Workshop, where students will learn to use various creative modules/programs to develop communication skills.

Topics Covered:

* The importance of creative communication.

* Storytelling , and Folk Media

* The Art of Listening

* Digital communication

* Visual and Audio Language

* Creative expression through Art & Design

Reading List:

1. Melkote,S and Steovs,L.S. :*Communication for Development in the Third* 2001 *World*. New Delhi: Sage publication.

2. Nair,S. and White,S. (Eds.): *Perspectives on Development Communication*.1993, New Delhi: Sage.

3. Servaes, J., Jacobnson.T. :*Participatory Communication for Social Change*, and White,S (eds.), New Delhi: Sage.1996

4. Servaes,J.(Eds): *Communication for Development and Social,* 2008, *Change,* New Delhi: Sage.

5. Singhal,A. and Rogers,M.E. :*India's Information Revolution*. New Delhi: Sage. 1989

6. White,S., Nair,K.S. and :*Participatory Communication: Working for Change and* & Ascroft,J. (Eds.) *Development*,New Delhi: Sage1994

7. Agrawal, Binod .C. and:*Women Television and Rural Development*. New Delhi: National & Kumkum,R.Publishing House.1988

8. Everette,R.:*Diffusion of Innovations*. The Free Press, New York. 1983 Frank, W.:*Theories of the Information Society*. New York:1995, Routledge.

9. Ostman Ranals ,E (Ed).:*Communication and Indian Agriculture*. New Delhi,1989 Sage Publications.

10. Philip,J J.: *What's in a Brand? Building Brand Equity Through* 1998 *Advertising*. New Delhi: Tata Mc Graw-Hill.

Reference For Data Visualization Workshop

1. Visualization Analysis & Design by Tamara Munzner (2014) (ISBN 9781466508910)

2. Data Visualization and Presentation with Microsoft Office, by Valerie M. Sue and Matthew T. Griffin, SAGE, 2016.

3. The Grammar of Graphics by Leland Wilkinson

4. Interactive Data Visualization for the Web by Scott Murray 2nd Edition (2017)

5. Chapters 1, 4, and 9: Tufte, Edward R. 2001. The Visual Display of Quantitative Information. Cheshire, Connecticut: Graphics Press.

6. Fruehwald, Josef. 2012. "AVML 2012: ggplot2" http://www.ling.upenn.edu/~joseff/avml2012/.

7. Visualize This: The FlowingData Guide to Design, Visualization, and Statistics (Inglés) 1st Edición

8. Data Points: Visualization That Means Something (Inglés) 1st Edición

9. Design for Information: An Introduction to the Histories, Theories, and Best Practices Behind Effective Information Visualizations (Inglés) Tapa blanda – 1 Octubre 2013

10. Visual Insights: A Practical Guide to Making Sense of Data by Katy Börner and David E. Polley (Cambridge: MIT Press, 2014).

11. "Digital Visualization as a Scholarly Activity." Literary & Linguistic Computing 23 (3): 281–93.

Useful Websites

1. www.highcharts.com/

2. www.piktochart.com/

3. www.venngage.com/

4. www.canva.com/

5. www.flowingdata.com

6. https://datavizcatalogue.com/

7. https://datavizcatalogue.com/resources.html

8. https://cytoscape.org/

9. https://databasic.io/en/

10. https://www.gapminder.org/

11. https://hdlab.stanford.edu/palladio/

12. https://public.tableau.com/en-us/s/

13. https://www.visualisingdata.com/

14. https://libguides.humboldt.edu/c.php?g=303852&p=2026431

15. http://dh.matrix.msu.edu/research/data-visualization-2/

16. http://www.visualcomplexity.com/vc/blog/?p=644

17. https://www.cabinetmagazine.org/issues/13/archibald_rosenberg.php

18. https://eagereyes.org/criticism/changing-goals-data-visualization

19. http://timeline.knightlab.com/

20. https://github.com/sgsinclair/VoyantServer

21. https://guides.lib.unc.edu/DataViz/home

22. https://lydiahooper.com/blog/datastoriesdosanddonts

23. Melkote,S and Steovs,L.S.: *Communication for Development in the Third World*. New Delhi: Sage publication. 2001

24. Nair,S. and White,S.(Eds.): *Perspectives on Development Communication*. 1993 New

Delhi:Sage.

25. Servaes,J., Jacobnson.T.: *Participatory Communication for Social Change*, and White, S (eds.) 1996 New Delhi: Sage.

26. Servaes,J.(Eds):*Communication for Development and Social* 2008*Change,*New Delhi: Sage.

27. Singhal,A. and Rogers,M.E.: *India's Information Revolution*. New Delhi: Sage. 1989

28. White,S.,Nair,K.S.and: *Participatory Communication: Working for Change and &* Ascroft ,J.(Eds.) *Development,*New Delhi:Sage1994

29. Agrawal, Binod.C. and: *Women Television and Rural Development*. New Delhi: National & Kumkum, R. Publishing House.1988

30. Everette, R.: *Diffusion of Innovations*. The Free Press, New York. 1983

31. Frank, W.: *Theories of the Information Society*. NewYork:1995 Routledge.

32. Ostman Ranals, E(Ed).: *Communication and Indian Agriculture*. New Delhi : 1989 Sage Publications.

33. Philip, JJ. : *What's in a Brand? Building Brand EquityThrough*1998*Advertising*. New Delhi :Tata McGraw-Hill.

Course Title: Social Welfare Management

Course code: SWCP - 14

Credit: 4

Marks: 30+70=100

Objectives:

- To have conceptual clarity about social welfare Administration.
- To understand the principles, structure and functioning of the social welfare Administration system in India.
- To understand the role of voluntary agencies/NGOs in social welfare administration.
- Workshops on Project planning and proposal writing for hands-on learning

UNIT – I: Concept: Social Welfare Management

Evolution, Meaning Nature, Bureaucratic Human Relations, Philosophy of Social Welfare Administration, Distinction between Welfare Administration and Public Administration.

Structure of Social Welfare Administration in India: Departmental Administration in the Government of India; Ministry of Social Justice and Empowerment; Ministry of Women & child Development; Ministry of Rural Development; etc.

UNIT – II: Voluntary Agencies/NGOs

Voluntary agencies/NGOs in Social Welfare: mandate, role and functioning.

Laws for Voluntary Agencies: The Societies Registration Act, 1860; The Charitable Endowments Act, 1890; The Indian Trust Act, 1882 and The Companies Act, 2013; FCRA and National and International Funding Agencies

Administrative structure of voluntary Agencies/NGOs: General Body, Board of Management / Executive Committee, Directors, Secretary Policy formulation, Fund raising, public relations, challenges.

Voluntary Organizations in the Welfare Section: Helpage India, Child Relief and you, Spastic Society of Northern India, etc.

UNIT – III: Processes of Social Welfare Management

Project Planning: meaning and process.

Organizing: Meaning, types of organizational structure, Delegation and Decentralization, Personnel Policy of the organization.

Staffing: Recruitment and selection process, Terms and conditions of service Probation, confirmation, promotion, training

Human Relations in Social Welfare Agencies,

Co-ordination in Social Welfare Management: meaning, concept and process

Budgeting: Formulation, controlling mechanism, Problems of budgeting in welfare agencies.

Recording and Documentation: Different types of reports, GANTT Chart, LFA, RBM

Cycle of Monitoring and Evaluation; Planning, Learning and Assessment

UNIT – IV: Institutions of Social Welfare

Structure & functions of Central Social Welfare Board. State Social Welfare Advisory Board.

Rehabilitation Council of India National Institute of Social Defense.

National Institute of Public Cooperation & Child Development (NIPCCED) etc.

Welfare Schemes of the various departments of the government of Odisha and the Department for SC,ST, OBC and Minorities Development.

Workshops: Learning by doing facilitated by experts from field from international and national NGOs which will skill learners and enable them to utilize these in their field.

Reading List:

1. Choudhry Paul, Social Welfare Administration

2. Sharma Urmila & Sharma S K: Public Administration, Atlantic Publishers and Distributors New Delhi.

3. Arora Ramesh K. and Goyal rajni, 1995, Indian Public Administration Institutions and Issues: Viswa Prakashan, New Delhi.

4. Ramachandran Padma, 1996, Public Administration in India: National Book Trust New Delhi.

5. Ranade, S.N. (2004). Voluntary Action and Social Welfare in India, Voluntary Action Research (David Horton Smith), London: Zexinton Books.

6. Goel, S.L. & Jain, R.K., (1988). Social Welfare Administration: Theory and Practice, (Vol. I & II). New Delhi: Deep and Deep Publications.

7. Patti, R.J., (2000). The Handbook of Social Welfare Management. New Delhi: Sage Publications.

8. Rao Vidya, (1987). Social Welfare Administration. Mumbai: Tata Institute of Social Sciences.

9. Sachdeva, D. R., (1998). Social Welfare Administration in India. Allahabad, KitabMahal.

10. UNDP (2001). The Monitoring and Evaluation Framework, UNDP, Toronto: University of Toronto Press.

Course Title: Management of Community Based Organizations
Course code: SWCP - 15
Credit: 4

Marks: 30+70=100

Objectives:

- To understand the eco system of communities and their market landscape to help community based organizations engage with a market based economy.

- To help build the capability needs of communities towards self reliance through sustainable community enterprises.

- To help gain fundamental principles of Management.

UNIT – I: Understanding the community

Identifying community resources: social capital, natural resources, common-property resources, education, health & employment status.

Institutions in the community: Social institutions, formal community based institutions for eg: clubs, SHGs, village Council, etc; PRI; Administrative Structure from Block to District level; Educational Institutions; Health and Medical Institutions

The local market economy: Money Lenders, Small & Large traders, entrepreneurs, corporations and companies; key factors of Local Market Economy: Market Boundaries; Market Values; Market Values Chains.

Need Assessment and mapping of village resources, producers and institutions study of the community.

UNIT – II: Operations Management & Marketing

Operations Management in the context of community based enterprises- organizations: product selection and design, capacity decisions, location and layout decisions, sowing, transformation and storage, quality of inputs and finished products, material handling and logistics.

Farm, Forest and Livestock resources and their conversion to products: process & risks involved. Tools for process mapping and mapping a supply chain.

Agricultural Products: Types and issues, value addition, pricing and distribution; Agricultural Product Buyers: Retail and Wholesaler, Consumers, Customers and key buyer characteristics.

Key aspects of business planning, sales, marketing; Negotiation and selling techniques.

UNIT – III: Planning and Budgeting

Levels of Planning: Village level, cluster level community enterprise / organization level

Planning for distribution of responsibilities among community based leaders / coordinators / facilitators.

Planning for Product basket, their local value addition for greater shelf-life and for sale in local markets.

Planning for marketing.

Developing proposals considering resources, cost and time budget.

Planning for Resource Generation: Internal resource generation and from external institutions Government Departments, Banks, Public and Private, NGOs and INGOs

Planning for improving technical capabilities. Planning for allied services like Health, Education, etc.

UNIT – IV: Social Innovation and Marketing - Workshop -I

Students will learn to identify social business opportunities and develop a business model. They will learn to write business plans, assess different organizational forms and select appropriate business model. They will learn to compare different social impact investment methods and choose the right funding strategy.

Finance and Accounting - Workshop -II

To learn how accounting works in CBOs and students will be exposed to key financial concepts and students will learn:

- A clear appreciation that accounting is fundamental in understanding business

- The process and concepts involved in Financial Analysis

- Interpreting balance sheets and income statements

- Profitability and Loss

- Distribution of profit: determination of distributable surplus; basis of distribution

- Standard Financial Reporting

- Business and Financial Communication

Reading List:
1. Nayak, Amar KJR (2012), Implementing Community Enterprise system for Sustainabilityof Agricultural Communities: A Manual
2. Amar KJR Nayak (2011), A Proposal for Holistic Development at a GP Level for LongTerm sustainability of Small and Marginal Farmers/Producers in the GP.
3. Rabindra Kumar Gouda (2012), Ongoing Programmes & Schemes of the State Government and the Central Government

Course Title: Dissertation: Research Project

Course code: SWCP - 16

Credit: 4

Marks: 30+70=100

The student has to prepare and submit a dissertation under the guidance of a faculty. The student should exhibit ability to review relevant literature formulate a research question, choose appropriate methodology, develop data collection tools, analyze and interpret data and prepare the research report. The length of the dissertation excluding contents and Bibliography should not exceed ten thousand words.

Evaluation Criteria

Sl. No.	Item		Weight-age
1	Choice of Topic Review of relevant literature	Scope, Research Potential Comprehension, quality, quantity	10
2	Objective and Hypothesis/Question	Relevance, clarity, relation to topic Research Design/Methodology Appropriateness, selection of variables sample and description	20
3	Tools Used	Appropriateness, use	10
4	Data analysis and interpretation	Scheme, Application of Statistical techniques, use of tables and figures relating findings to objectives and literatures, discussion on findings	20
5	Summary	Synthesis of findings Implications	10
6	Report Presentation	Cauterization, chapter size, structuring of paragraphs vocabulary, clarity, coherence, Bibliography	10
7	Viva-voce	Ability to explain the research process & defend research work	20
Total			**100**

Course Title: Preventive and Community Health

Course code: SWCP - 17

Credit: 2

Marks: 50

Objectives:

- To understand the basic concepts related to Health and its importance.

- Identify and understand the changing health needs of ever-changing community and organize relevant effective interventions for amelioration of health problem.

- To understand the basic health care system in India and health policies

- Identify concerns of health care access, affordability and usage

UNIT – I: Concepts of Health, Nutrition and Sanitation

- Definition & type (Physical & Mental) of health and its dimensions; appreciation of health as relative concept; changing concepts of health.

- Indicators and determinants of health

- Health Statistics: HMIS, NFHS

- Characteristics of agent, host and environmental factors in health and disease.

- Health situation in India and Odisha-especially the demography, mortality and morbidity profile and the existing health facilities in health services.

- Nutrition & Sanitation : Nutrition- definition, concept, balance diet nutritive values and food items.

- Genetically Engineered and modified foods.

- Concept of safe and wholesome water and sanitation; methods of purification of water on small scale with stress on chlorination of water; WASH Program

- Disposal of solid waste, liquid waste; and Swachh Bharat Abhiyan for prevention of diseases.

UNIT – II : Preventive & Social Medicine

- Preventive & Social Medicine: concept, meaning, programmes for controlling communicable diseases.

- Epidemiology: definition, concepts and its role in health and disease, public health-concept & importance

- Definition of the terms used in describing disease, transmission and control.

- Epidemiology of specific diseases: Communicable and non-communicable diseases, symptoms causes and prevention of disease caused by virus: measles, chickenpox, polio, leprosy; AIDS, COVID-19; disease caused by bacteria: typhoid, tuberculosis, dengue, hepatitis; disease caused by parasites: Malaria, scabies, intestinal worms.

- Preventive State Health Care Services: Primary, Secondary and Tertiary Role of NGO's in Social and preventive health

- Alma Ata declaration and PHC services in India

- Health Care Services: Concerns of Access, affordability and usage for SC/ST/PwDs and people from interior and rural areas

- Concerns over privatization of health services

- Role of NGOs in social and preventive healthHealth Programmes and Policies :

- Alma Ata declaration and PHC services in India

- SRS, Census and health planning over five year plans

- National Programs (TB, Leprosy, Malaria, STIs, HIV/AIDS, Polio)

- Public health concerns and emergency health management (COVID-19)

- National health Policy, 2017 ,

- National Health Mission with focus on RCH and NCD., ASHA Network, PPP model

- Issues of access, affordability of health care services.

Reading List:

1. Park J. E. and Park K.: Textbook of Preventive and social Medicine Banarasi Das Bharat

2. Publishers, Jabalpur.

3. Bedi, Yash Pal (1979) Social Preventive Medicine, Atma Ram and Sons; New Delhi.

4. VHAI – State of India's Health.

5. Tribal Health Bulletine by National Institute for Tribal Health, ICMR, Jabbalpur.

6. Shah. Ghanshyam (1997) Public Health and Urban Development, Sage: New Delhi.

7. Werne. David (1994) where there is no Doctor, VHAI.

8. Sinha. A.K, (ed) (1997) Human Health and Environment, Vol. I & II, APH Publishers: New

9. Delhi.

10. John Webb (2002) Medical Social Work: The Reference Book, Trafferd Publishing.

11. Gehlert, Sarah and Browne. Teri (Ed) (2011) Handbook of Health Social Work Wiley Publication

Course Title: Microfinance and Financial Inclusion

Course code: SWEP – 05

Credit: 2

Marks: 50

Objectives:

- To understand the concept, components and situation of financial inclusion in India

- To understand the concept, history, need and process of microfinance to be able to critically analyze it.

UNIT – I: Concept and Components of Financial Inclusion

Savings, credit, insurance and related products – Role of finance in development. Introduction to rural finance – issues and challenges in rural finance; the poor and their financial needs.

Theories in financial exclusion – (information asymmetry, adverse selection, moral hazard etc); causes and forces that perpetuate exclusion –financial exclusion and rural poverty.

Indian rural financial system – institutional arrangements for rural finance in India – Reserve Bank of India – NABARD, Commercial Banks, Regional Rural Banks and Cooperatives. Organisation and types of Cooperatives in India – PACS, DCCBS, SCBs, marketing societies, Cooperative Federations etc .

Rural financial policies in India (institutional, services and product) and the rural poor – banking reforms in India.

UNIT – II: Approaches and Strategies for Financial Inclusion

Financial needs of poor – rural credit demand and supply – challenges and issues in meeting the financial needs of the poor – innovations in financial outreach and inclusion.

Understanding microfinance – Experiences from Latin America,other Asian countries including Bangladesh – History of Microfinance in India

Mainstreaming Microfinance in rural banking – Models and Approaches - SHG Bank Linkage Model, Grameen Model, Partnership Models, Islamic banking models MFIs and Non-banking Financial Companies.

Challenges of Microfinance – Microfinance and poverty reduction- Microfinance and women development; microfinance and rural indebtedness .

Reading List:

1. Adams, D.W., Douglas H. . Graham, and. Boulder, J. D. von Pischke, Eds. (1984).

2. *Undermining Rural Development with Cheap Credit.* CO, USA: Westview Press.

3. Armendariz de Aghion, Beatriz and Jonathan Morduch (2005).*The Economics of Microfinance*. Cambridge: MIT Press.

4. Brigit, H. (2006). *Access for All: Building Inclusive Financial Systems.* Consultative Group to Assist the Poorest (CGAP).

5. Coleman, J. (1989*). Social Capital and Poverty*. Social Capital Initiative, Working Paper No.4, Washington, DC: World Bank.

6. Dasgupta, P and Serageldin, I. (2000). *Social Capital : A Multifaceted Perspective*. Washington D.C : The World Bank.

7. Drake, D. and Elisabeth, R., (Eds) (2002). The Commercialization of Microfinance: Balancing

8. Business and Development. Bloomfield, CT: Kumarian Press.

9. Joanna L. (1999). *Microfinance Handbook: An Institutional and Financial Perspective*. World Bank.

10. Ghate, P. (2007). *Microfinance in India – A State of the Report*. Microfinance India, New Delhi: Sage Publications.

11. Ghate, P. (2007). *Indian Microfinance: The Challenges of Rapid Growth*. New Delhi: Sage.

12. Prahalad, C. K. (2005). *The fortune at the bottom of the pyramid –Eradicating poverty through profits*. New Jersey: Wharton School Publishing.

13. Rutherford, S. (2000). *The Poor and Their Money*. New Delhi: Oxford University Press.

14. Srinivasan, N.(2009). *Microfinance India – State of the Sector Report 2008*. New Delhi: Sage Publications.

15. Dev, M.S. (2006). Financial Inclusion: Issues and Challenges. *Economic and Political Weekly, 41(41):*4310-3413.

Course Title: New Media Management for Social Workers

Course code: SWEP – 06

Credit: 2

Marks: 50

Objectives:

This course teaches students to use social media strategically in Social Work Profession. An emphasis is placed on strategic collaboration, tactical execution, content making, and measurement of social media efforts. Students will learn by doing in assignments focusing on social media post writing and publishing, management and measurement tools, a social media audit, an editorial calendar, a social media strategy and tactical plan, and crisis management. The course will cover blogs, Facebook, Twitter, Instagram, Pinterest, LinkedIn, and an array of other social media platforms..etc.

Course Contents

UNIT – I: Introduction to Social Media Management

This module will provide an overview of social media management including the skills and roles of social media managers, best strategies to use Social Media platform for awareness, mobilization, crowd funding, creative expressions, Marketing and Public Relations s, and tips on how to effectively work with a Social Work Profession and Organizations. We will also discuss the steps to building a successful social media plan.

o **Introduction to Social Media Analytics and Auditing-** Social Media Landscape, Situation analysis of existing footprint, data-based goals, automates reports, Social Media SWOT analysis setting of concrete goals and key performance indicators (KPIs): Qualitative and quantitative KPIs. Course will also discuss the components of a social media audit, how to conduct a competitive analysis, and how to properly analyse your target audience.

o **Developing a Social Media Strategy**: Planning & Creating Multi-channel Social Media Strategy How to choose relevant Social Media Channels? Creating multi- channel, Social Media Strategy Resource Planning: In-house vs. Outsource, Keycompetencies, Tools etc.

UNIT – II: Content Management and Content Creation

This module will discuss strategies, tips, and tools to make your content appeal to target audience. Best practices for social media post writing, imagery, and branding for each

social media channel will also be discussed. The module will aslo enable student to analysis of current content reception and strategy, identification of target audience by platform, a list of content-specific goals and objectives, and plans for the distribution of content.

o **Social Media Advertising, Social Media campaign and Crowd Funding**

In this module student will learn about the advertising and Crowd Funding options that are available across multiple platforms, including Facebook, Instagram, LinkedIn, Twitter, Pinterest, YouTube, Snapchat, and TikTok..etc Students also learn how one can generate leads and convert those leads via social media. Topics such as gated content, call-to-action (CTA), promotion codes, Facebook tabs, social media campaigns, and social media advertising channels will be discussed Student will also understand strategies to Maximizing Visibility by effectively optimizing social media channels. Topics such as integrating social media with other marketing channels, making images the proper sizes, social media buttons and icons, keywords, and link building will be addressed.

o **Community Management Social Media Crisis Management**:. Student will learn how to create a social media crisis management plan and a social media policy to help avoid crises and to have a plan of action in case they do happen.

o **The Future of Social Media Management:**   The future evolution of social media and how emerging technologies such as geo-location, wearable tech, big data, and more will impact how people share and communicate online

REFERENCE

1. Schaffer, Neal (2013). Maximize Your Social. New Jersey: John Wiley & Sons.

2. Macarthy, Andrew (2015). 500 Social Media Marketing Tips: Essential Advice, Hints, and Strategy for Business: Facebook, Twitter, Pinterest, Google+, YouTube, Instagram, LinkedIn, and More!

Course Title: Social Work Practice in Mental Health

Course code: SWEP – 07

Credit: 2

Marks: 15+35=50

Objectives:

- To provide an exposure to and understanding of mental health and issues concerning mental health

- To understand the types of mental health across lifecycle

- Learning ways to identify mental health illness and

UNIT – I: Understanding Mental Health and Mental Illness

Concept and definition of Mental Health; History of Mental health from asylums to community-based rehabilitation;

Types and symptoms of Mental Illness: Dementia, Delirium, Substance abuse disorder/addictions, Schizophrenia, Delusional Disorders; Mood (affective) disorders-Depression, Mania, Bipolar Affective Disorder; Anxiety disorders: Generalized Anxiety Disorder (GAD), Panic disorder, Obsessive Compulsive disorder (OCD), social phobia; Post-Traumatic Stress Disorder (PTSD); Somatoform disorder; Dissociative disorder.

Common mental health problems with children: Mental retardation (MR), Attention Deficit Hyperactivity Disorder, Learning disability. International Classification of Functioning, Disability and Health (ICF).

UNIT – II: Mental Health Law and Role of Social Workers

Mental Healthcare Act 2017: Salient features of the act.

Bio-psycho-social cause of mental illness; Social causes of mental health- Stress, poverty, substance abuse. Understanding vulnerability, coping mechanisms and resilience to mental illnesses. Public Health Approach to mental health. Ways to prevent and improve detection of mental illness in the community.

Role of social workers in mental health for children, women, elderly, persons with disabilities, survivor of disasters, workers: Psychosocial Assessment and Psychosocial Intervention

Learning how to conduct a psychosocial assessment for severe and common mental disorder. Psychosocial needs and assessment at different levels: individual, family and community level. Indian Disability Evaluation and Assessment Scale (IDEAS); Assessment of Disability in Persons with Mental Retardation (ADPMR)

Basic components of Psychoeducation; Psychoeducation with individuals, families, groups. Psychosocial Rehabilitation: Goals and strategies.

Readings

1. Ministry of Health and Family Welfare, Government of India (2016). Manual of Mental Health for Social Workers.

2. https://dghs.gov.in/WriteReadData/userfiles/file/Training%20Manual%20SW%20.pdf

3. Ministry of Health and Family Welfare, Government of India (2016). A Guide to Mental Health for Social Workers.

4. http://nhm.gov.in/images/pdf/programmes/NMHP/Training_Manuals/Hand_Book-Guide_to_Mental_Health_for_Social_Worker.pdf

5. Mishra, A. and Galhotra, A. (2018) Mental Healthcare Act 2017: Need to Wait and Watch.

6. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5932926/

7. Caplan, G. (2011). An approach to community mental health. Routledge

8. Chavan, B. S., Gupta, N., Sidana, A., Priti, A., & Jadav, S. (2013). Community mental health in India. New Delhi: Jaypee Brothers Medical Pub

9. Colin Pritchard (2006), Mental Health Social Work, USA: Routledge.

10. Darshan S. Sharma (1976), Abnormal Psychology and Modern Life. Bombay: Taraporevals

11. Desai , Arvind (1988) : Psychiatric and Modern Life, New Delhi : Sterling Publishers Pvt. Ltd.

12. KapurMalvika (1995) Mental Health of Indian Children, New Delhi: Sage Publication. Lois Meredith French (1948). Psychiatric Social Work. New York: CommonwealthFund.

13. Patel, V., &Thara, R. (2002). Meeting the mental health needs of developing countries:NGO

14. innovations in India. New Delhi: Sage Publications

15. Sheppard, M. (1991). Mental Health Work in the Community: Theory and Practice in SocialWork and Community Psychiatric Nursing. New York: The Falmer Press.

16. Steen, M., & Thomas, M. (2016). Mental health across lifespan. New York: Rutledge Taylor, L.E. (2010). Mental health in social work: A casebook on diagnosis and strengths-based assessment. Boston: Pearson

17. Verma, Ratna (1991). Psychiatric Social Work in India, New Delhi: Sage Publications

18. Krohne HW (2001). Stress and coping theories. The international Encyclopedia of the social and behavioral sciences, 22, 15163-15170.

19. Ahmed AS (2007). Post-traumatic stress disorder, resilience and vulnerability. Advances in Psychiatric Treatment, 13(5), 369-375.

20. Haddadi P &Besharat MA (2010). Resilience, vulnerability and mental health. Procedia-Social and Behavioral Sciences, 5, 639-642.

21. Knight C (2007). A resilience framework: Perspectives for educators. Health Education, 107(6), 543-555.

22. Building Resilience to Stress (Employee Assistance) – resources and information on life cycle issues pertaining to work, family, mental health and personal life stresses:www.eap.partners.org

23. Kabat-Zinn, J. (1994). Wherever you go, there you are: Mindfulness meditation in everyday life. New York: Hyperion.

24. Jackson, H. J., &McGorry, P. D. (2009). The recognition and management of early psychosis: a preventive approach. Cambridge University Press.

25. Mental Health: An Indian Perspective, 1946-2003. Directorate General of Health Services, Ministry of Health & Family Welfare, 2004

Course Title: Substance Abuse Prevention and Rehabilitation of Persons with Addictions

Course code: SWEP – 08

Credit: 2

Marks: 50

Objectives:

- To facilitate basic understanding about substance abuse

- To disseminate information about addiction to alcohol.

- To develop understanding about the role of social worker in rehabilitation.

- To develop insight into the role of counseling among alcoholics and substanceabusers.

UNIT – I: Basics on Substance Abuse

Substance abuse and dependence: Meaning, Definition, nature and extent of the problem in India and Odisha. Types of Addictive Substances: Natural, Synthetic, Narcotics, Stimulants and depressants. Symptoms, short term and long term impact of substance abuse.

Addiction to Alcohol**:** Alcohol dependence and Alcoholism: Causes, symptoms, long-term and short-term effects. Impact of Alcoholism on Individual, Community and Family. Concept of social drinking, alcoholic and relapse. Phases of alcohol addiction. Social and economic implications of addiction. Alcoholism among Youth-causes and remedies.

UNIT – II: Role of Social Workers in rehabilitation

Role of Social Worker in Preventive, curative and Rehabilitative services for substance abusers.

Multidisciplinary Approach services for substance abusers. Legislation Provisions and Government programmes to control drug abuse in India.

Concepts of counselling and its association with addiction; approaches to counseling: Psychoanlytical, client centred therapy. Indigenous approaches of help and self help: Yoga, Meditation, Attitude and Values, Counselling as an treatment method for substance abusers.

Reading List:

1. Chopra, R.N. and Chopra, F.C., 1965: Drug Addiction with Special Reference to India, New Delhi Council of Scientific and Industrial Research.

2. National Institute of Social Defence, Govt. of India, 1992: Drug Abuse.

3. Single, Eric. Et. Al, 2003: International Guidelines for Estimating the Costs of Substance Abuseand Addiction.

4. Delaney and Eisen Berg, 1973: The counseling Process.

5. Singh, Chandra Paul,2000 Alcohol and Drug Dependence Among Industrial Worker, DelhiShipra Publications.

6. Kaur, Ravneet and Gulati, J.k., 2007: Drug Abuse: Trends and issues, International MarketingConference on Marketing & Society, IIMK.

7. Ahuja, R, College Youth and Drug Abuse: A Sociological Study of Nature and Incidence ofDrug Abuse among College and University Students, University of Rjasthan Jaipur

8. Gupta, R. Punjab a drugged State, Meditrack.

9. Chopra, L.C. and R.N., Chopra 1957,: The use of Cannabis Drugs in India. Bulletin on narcotics(United Nations Publication)

10. Mohan, D.A.K. Pravakar and P.N. Sharma: Prevalence and pattern of drug abuse among DelhiUniversity students, Indian Journal of Medical Research.

11. Ropar, C 2006: Social Use, abuse and addiction-site of the author University of Tekas, Austin.

12. Horgan C. Substance abuse: The Nation's number one health Problem, Princeton NJ; The RobertWood Johnson Foundation.